

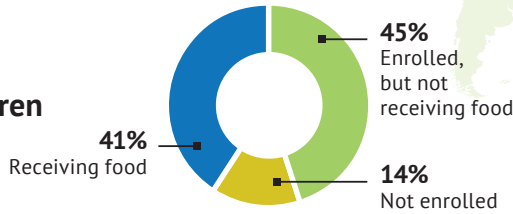


UNITED REPUBLIC OF Tanzania

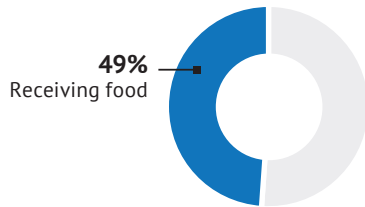


School Meal Coverage (2022)

All Primary and Secondary School-age Children

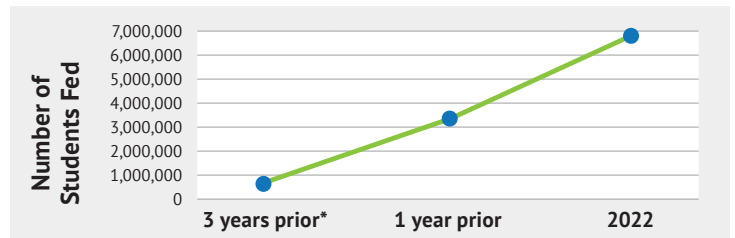


Only Enrolled Primary Students



| School Level | Total | # Enrolled | # Receiving Food |
|------------------|-------------------|-------------------|------------------|
| Preschool | 1,840,752 | 1,679,542 | Unknown* |
| Primary School | 11,644,753 | 11,425,482 | 5,567,456 |
| Secondary School | 5,295,019 | 3,077,355 | 1,316,455 |
| TOTAL | 18,780,524 | 16,182,379 | 6,883,911 |

*The number reported for primary school students fed is inclusive of an unknown number of pre-school students.



*In the 2019 school year, the government had not yet developed the guidelines for school feeding. This data point only includes boarding schools and special needs students.

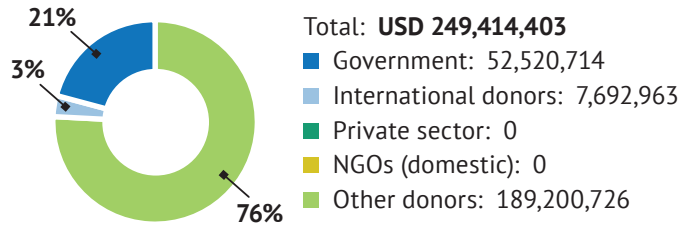
National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement
- Other policy

The country had ...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding

Budget



The Community-Led School Feeding for Public Day Schools program was primarily maintained through funding and in-kind donations from parents/school communities. The monetary value of this support was calculated with an estimate of 350 TZS (0.15 USD) per student per day.

- Line item in the national budget for school feeding

School Foods and Beverages

- | | |
|---|---|
| <input checked="" type="checkbox"/> Whole grains | <input type="checkbox"/> Fish and shellfish |
| <input checked="" type="checkbox"/> Refined/milled grains | <input checked="" type="checkbox"/> Deep orange vegetables and tubers |
| <input type="checkbox"/> Blended grain-based products | <input type="checkbox"/> White roots and tubers |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Fruits |
| <input type="checkbox"/> Nuts and seeds | <input type="checkbox"/> Dark green leafy vegetables |
| <input checked="" type="checkbox"/> Eggs | <input type="checkbox"/> Cruciferous vegetables |
| <input checked="" type="checkbox"/> Dairy | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Poultry and game meat | <input type="checkbox"/> Deep-fried foods |
| <input checked="" type="checkbox"/> Red meat | <input type="checkbox"/> Sweets |
| <input type="checkbox"/> Processed meat | |

- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- Yogurt drink
- 100% fruit juice
- Other fruit drink
- Tea
- Other sugar-sweetened beverages

Prohibited food items
None

- Food Sources**
- Purchased (domestic)
 - Purchased (foreign)
 - In-kind (domestic)
 - In-kind (foreign)

Special Notes: None

Nutrition

School feeding program(s) include/involve the following

- Fortified foods**
- Bio-fortified foods**
- Micronutrient supplements
- Nutritionists involved**
- Special training for cooks/caterers in nutrition
- Objective to meet nutritional goals**
- Objective to reduce obesity

Limitations on food and beverage marketing...

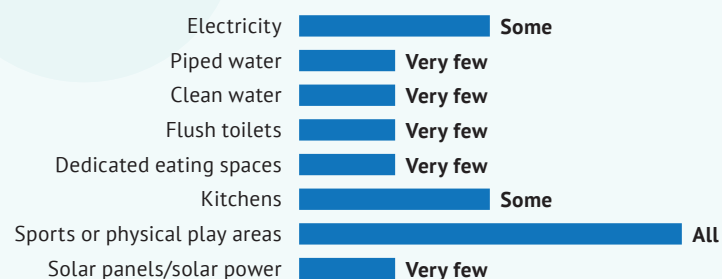
- On school grounds
- To school age children

Additional Information

During the 2022 school year, approximately 26 nutritionists were employed by local governments to engage in school feeding, and they were supported by one nutritionist employed by an implementing partner. Maize flour, sunflower oil, and salt were fortified with iron, iodine, zinc, folic acid, and vitamins A, B6, and B12. Biofortified items on the school menu included iron beans and vitamin A sweet potatoes (orange flesh sweet potatoes - OFSP). The programs did not use any packaged or processed foods, no beverages with non-nutritive or artificial sweeteners were made available to students, and produce from school gardens was consumed by students. To prevent or mitigate overweight/obesity, food and nutrition education, health education, and physical education were provided.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **21,241**

- At least 100% paid
- 50-75% women

There was a focus on creating job opportunities for...

- Women**
- Youth**
- Other Groups**

Complementary Activities

- Handwashing with soap**
- Height measurement**
- Weight measurement**
- Testing for anemia
- Deworming treatment**
- Eye testing/eyeglasses**
- Hearing testing/treatment**
- Dental cleaning/testing
- Menstrual hygiene**
- Drinking water**
- Water purification
- School gardens**

Complementary Education Programs

- Food and nutrition**
- Agriculture**
- Environment/climate/sustainability**
- Hygiene**
- Health**
- Reproductive health**
- HIV prevention**
- Physical education**
- Mental health**

Additional Information

Both small and medium/large-scale farmers were engaged in school feeding in Tanzania, supplying grains/cereals, legumes/pulses/nuts, oil, fruits, and vegetables. Farmers received support in the form of agriculture subsidies (including inputs); advice, seeds, or tools to prevent post-harvest losses (e.g., from insects, birds, rats, or spoilage) and to promote production of specific crops or foods; school feeding-specific training; purchase agreements set prior to harvest (forward contracts); and other agriculture extension efforts. Private companies were engaged in food transport and provided technical expertise/assistance, and cooks/caterers received special training in food safety/hygiene. In the Pamoja Tuwalishe program, young women were trained to establish income-generating enterprises, and through the formation of women empowerment groups/twaweza, women were trained to be leaders in their communities.

Environmental Sustainability

Targeted climate-friendly foods

- Yes No

Steps taken to limit food waste

- Sealed food storage
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away

Steps taken to limit package waste

- Re-use of bags/containers
- Recycling
- Use of compostable materials
- Use of “bulk serve” containers
- Prohibiting specific types of packaging

Additional Information

Fuel efficient (energy efficient) stoves and alternative fuels were used to reduce the use of firewood/charcoal as fuel. Additional efforts to limit food waste included the use of food storage practices tailored to the local context, as well as cooking food quantities based on the number of students attending that school day. To reduce “food miles”, local production was increased and school menus modified (to make use of locally available foods).

Emergencies

Experienced disruptions to school feeding due to emergencies

- Yes No

Strategies to address the impact of emergencies

- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

Additional Information

During the 2022 school year, the Community-led school feeding program in Tanzania was not affected by emergencies; however, the Pamoja Tuwalishe program was affected by a slow-onset emergency, supply chain issues, and extreme food price inflation. This led to decreased accessibility (availability and affordability) of food and resulted in the cessation of school feeding operations in some schools/regions. To address a shortage of imported staple foods, this program introduced an alternative (domestically available) food. The occurrence of droughts reduced harvests on both family farms and school gardens, and as nearly 40% of feeding days in the Pamoja Tuwalishe program relied on donations from parents, the feeding frequency was reduced to three or fewer days per week.

Successes and Challenges

Successes

1. Developed National School Feeding Guideline
2. Developed implementation plan for National School Feeding Guideline
3. Tanzania joined the School Meals Coalition

Challenges

1. Limited community engagement for school feeding
2. Limited funding for school feeding in the national budget
3. Climate-related challenges in some parts of the country
4. Limited awareness of food fortification

Community-Led School Feeding for Public Day Schools

Management

- Lead implementer(s): Ministry of Education, Science and Technology (MoEST); President's Office, Regional Administration and Local Government (PO-RALG); and the school communities
- Local governments managed the program (Decentralized decision-making).

How Many Students Received Food

| School Level | # of Students | % Girls | % Boys |
|------------------|------------------|----------|----------|
| Preschool | Unknown* | – | – |
| Primary School | 5,347,829 | – | – |
| Secondary School | 1,111,868 | – | – |
| TOTAL | 6,459,697 | – | – |

*The number reported for primary school students fed is inclusive of an unknown number of pre-school students.

Foods and Beverages

- Whole grains
- Legumes
- Deep orange vegetables and tubers
- Fruits
- Other vegetables
- Liquid oils
- Salt

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives

- To meet educational goals
- To provide a social safety net
- To address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Targeted grade levels one to six in public day schools only

Food Sources

0% Purchased (domestic) **100% In-kind (domestic)**
 0% Purchased (foreign) 0% In-kind (foreign)

Additional Information

The Community-Led School Feeding for Public Day Schools began operating in 2020, reaching 16,504 public schools during the 2022 school year.

Public Schools with Special Need Students

Management

- Lead implementer(s): President's Office, Regional Administration and Local Government (PO-RALG)
- Local governments managed the program (Decentralized decision-making).
- Local government procured the food

How Many Students Received Food

| School Level | # of Students | % Girls | % Boys |
|------------------|---------------|----------|----------|
| Preschool | 0 | – | – |
| Primary School | 50,449 | – | – |
| Secondary School | 0 | – | – |
| TOTAL | 50,449 | – | – |

Foods and Beverages

- Refined/milled grains
- Legumes
- Eggs
- Dairy
- Red meat
- Deep orange vegetables and tubers
- Fruits
- Other vegetables
- Liquid oils
- Salt
- Dairy milk
- Tea

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives

- To meet educational goals
- To provide a social safety net
- To reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

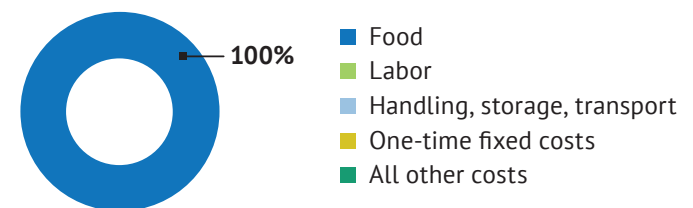
Frequency and Duration

- 7 times per week
- During the school year

Targeting

- Targeted grade levels one to seven in public schools only

Expenses



Food Sources

100% Purchased (domestic) 0% In-kind (domestic)
0% Purchased (foreign) 0% In-kind (foreign)

Additional Information

The Public Schools with Special Need Students program was initially operated by missionaries before Tanzania's independence in 1961. In the process of nationalization of government institutions, local government began to support this program in the provision of meals, accommodations, and other supporting equipment. The program aims to enhance the attendance and attentiveness of students with special needs.

Public Secondary Boarding Schools

Management

- Lead implementer(s): President's Office, Regional Administration and Local Government (PO-RALG)
- Local governments managed the program (Decentralized decision-making).
- Local government procured the food

How Many Students Received Food

| School Level | # of Students | % Girls | % Boys |
|------------------|----------------|----------|----------|
| Preschool | 0 | – | – |
| Primary School | 0 | – | – |
| Secondary School | 204,587 | – | – |
| TOTAL | 204,587 | – | – |

Foods and Beverages

- Refined/milled grains
- Legumes
- Eggs
- Dairy
- Red meat
- Deep orange vegetables and tubers
- Fruits
- Other vegetables
- Liquid oils
- Salt
- Dairy milk
- Tea

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives

- To meet educational goals
- To provide a social safety net
- To address gender-specific challenges
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

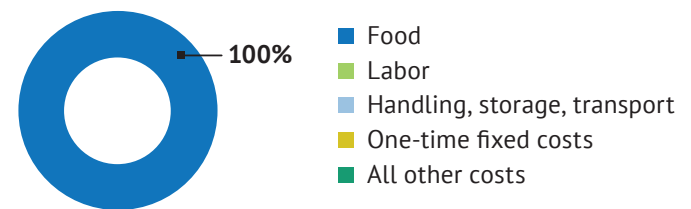
Frequency and Duration

- 7 times per week
- During the school year

Targeting

- Targeted according to grade level (form one to form six) in public boarding schools only

Expenses



Food Sources

100% Purchased (domestic) 0% In-kind (domestic)
0% Purchased (foreign) 0% In-kind (foreign)

Additional Information

The Public Secondary Boarding Schools program has been operating and managed by the government since independence in 1961. The program covered 541 public boarding schools in the 2022 school year.

Management

- Lead implementer(s): Ministry of Education, Science and Technology (MoEST); President’s Office, Regional Administration and Local Government (PO-RALG)
- Local governments managed the program (Decentralized decision-making).
- Implementing partner procured the food

How Many Students Received Food

| School Level | # of Students | % Girls | % Boys |
|------------------|----------------|------------|------------|
| Preschool | 0 | – | – |
| Primary School | 169,178 | 51% | 49% |
| Secondary School | 0 | – | – |
| TOTAL | 169,178 | 51% | 49% |

Foods and Beverages

- Refined/milled grains
- Legumes
- Other vegetables
- Liquid oils

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives

- To meet educational goals
- To reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

Modalities of Providing Students With Food

- In-school meals

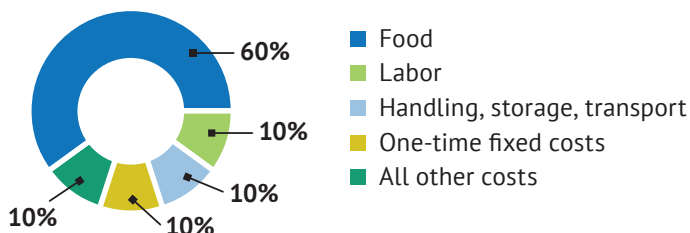
Frequency and Duration

- 5 times per week (except during times of emergency when meals were provided on three or fewer days per week)
- During the school year

Targeting

- Targeted by grade level (pre-primary to grade seven) in public day schools only, with academic performance used as a key criterion for narrowing the coverage to specific regions, councils, and schools.

Expenses



Food Sources

10% Purchased (domestic) 75% In-kind (domestic)
0% Purchased (foreign) 15% In-kind (foreign)

Additional Information

The Pamoja Tuwalishe program started in 2010 as Food for Education, with the operations evolving in phases up to the present phase IV known as Pamoja Tuwalishe. The program worked with local governments to cover primary schools in two of the 26 regions on mainland Tanzania. The program had an additional goal of empowering communities for school feeding contributions. Students have shared their ideas, which has informed the program interventions such as school gardening, school clubs management, and the design of school latrine infrastructure. The program also established agreements with small-scale farmers to contribute 20% of their yield for school feeding.

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Tanzania.

<https://gcnf.org/country-reports/>