



# Zanzibar

## SCHOOL FEEDING

SABER Country Report

2015

### Policy Goals

#### 1. Policy Frameworks

School feeding is included in the Poverty Strategic Reduction Plan (PRSP). However, there is no published national policy on school feeding.

### Status

Emerging  
● ● ○ ○

#### 2. Financial Capacity

There is no budget line available for school feeding at the national, regional, or local level. There are also no mechanisms in place to improve this situation.

Latent  
● ○ ○ ○

#### 3. Institutional Capacity and Coordination

There is no multisectoral steering committee that coordinates the implementation of school feeding. There is also no national school feeding management unit in place, or coordination between levels.

Latent  
● ○ ○ ○

#### 4. Design and Implementation

There is no monitoring and evaluation plan in place. National standards for food modalities and the food basket are not set. Further, national standards on procurement and logistics arrangements have not been established.

Latent  
● ○ ○ ○

#### 5. Community Roles-Reaching Beyond Schools

There is no school feeding management committee that involves parents, teachers and the local community in the management and implementation of the school feeding program.

Latent  
● ○ ○ ○



## Introduction

*This report presents an assessment of school feeding policies and institutions that affect young children in Zanzibar. The analysis is based on a World Bank tool developed as part of the Systems Approach for Better Education Results (SABER) initiative that aims to systematically assess education systems against evidence-based global standards and good practice to assist countries reform their education systems for proper learning for all.*

*School feeding policies are a critical component of an effective education system, given that children's health and nutrition impact their school attendance, ability to learn, and overall development. A school feeding program is a specific school-based health service, which can be part of a country's broader school health program, and often a large amount of resources are invested in a school feeding program. SABER-School Feeding collects, analyzes, and disseminates comprehensive information on school feeding policies around the world. The overall objective of the initiative is to help countries design effective policies to improve their education systems, facilitate comparative policy analysis, identify key areas to focus investment, and assist in disseminating good practice.*

## Zanzibar in Brief

Zanzibar is comprised of two large islands, Unguja and Pemba, and a number of smaller islets, and lies approximately 40km off the coast of mainland Tanzania.

In 1964, Zanzibar merged with Tanganyika to form the United Republic of Tanzania. However, Zanzibar has a large degree of autonomy, including having its own legislative, judicial, and executive branches. Zanzibar has its own ministries such as Education, Health, Agriculture, Finance, Planning, Trade and many others. According to a 2012 population and housing census, Zanzibar has a population of 1,303,568 inhabitants with a population growth rate of 2.8 percent. Zanzibar has experienced positive economic growth with an average growth rate of 6 percent between 2007 and 2010.

## Education and Health in Zanzibar

### Education

Following the Education Act of 1982, the provision of basic education up to secondary level was made

compulsory and free. Currently, the structure of the formal education system according to the 2006 Zanzibar Education policy is 2-6-4-2-3, which is 2 years of pre-primary education, 6 years of primary education, 4 years of secondary education ordinary level, 2 years of secondary education advanced level, and a minimum of 3 years of higher education.

Currently, the education system in Zanzibar is closely aligned with the system on the mainland. For primary education, the curriculum and examinations are managed in Zanzibar; for secondary education, the Zanzibar authorities follow the same curriculum and examinations as on the mainland. The curriculum is designed and developed by the Tanzania Institute of Education and examinations are conducted by the Examinations Council of Tanzania.

Zanzibar's education sector has seen significant achievements over the last years but daunting challenges remain. In 2012, gross enrolment rates (GER) were 121.5 percent for primary school, 113.5 percent for basic Education (Standard 1-Form 11), and 86.6 percent for secondary (Form 1-Form 11). The major constraints and challenges affecting the education sector in Zanzibar include low participation rates, particularly at secondary levels, inadequate facilities, limited access to textbooks, and the difficult transition between primary and secondary school caused by the abrupt change in language of instruction.

Secondary education, particularly the first four years (to O Level), was identified as the most urgent priority for reform. At the secondary level, the following issues were identified: (i) inadequate access and poor facilities (ii) poor English language proficiency for students (iii) poor English language skills for many secondary teachers (iv) under-qualified and unqualified teachers (v) lack of teaching/learning materials and (vi) ineffective implementation of decentralization.

Financing is considered a responsibility of the Revolutionary Government of Zanzibar (RGZ). Tertiary education is a "union matter" according to the Constitution. Education spending as a share of the government budget and of GDP has been increasing and is currently in the range of 4.0 percent to 4.5 percent of GDP and about 18.5 percent of government spending and is targeted to reach 21 percent over the next few years.

## Health

One of the main priorities of the RGZ is its population's health. Malaria and HIV/AIDS are two health concerns but progress has been made towards reducing the number of deaths caused by these diseases. The HIV/AIDS prevalence rate was 0.6 percent due to government interventions. Moreover, the infant mortality rate and under-five mortality rate have both decreased.<sup>1</sup>

Zanzibar is one of the regions in Tanzania with high rates of chronic food insecurity and food energy deficiency, although, of the various regions in Tanzania, Zanzibar had one of the lowest rates of seasonal food shortages. Children in Zanzibar were also the least likely to be stunted, but the prevalence of stunting and underweight children was higher in Zanzibar than in other regions of Tanzania, at 12 percent and 16 percent respectively.<sup>2</sup> To combat child malnutrition, the World Food Programme's Home Grown School Feeding, Partnership for Child Development, and Table for Two partnered to launch a school feeding program in 2014 that uses locally produced food. The program provides 5,000 children with a school meal.<sup>3</sup>

## The Case for School Feeding

School feeding programs, defined here as the provision of food to schoolchildren, can increase school enrolment<sup>4</sup> and attendance—especially for girls.<sup>5</sup> When combined with quality education, school feeding programs can increase cognition<sup>6</sup> and educational success.<sup>7</sup> With appropriately designed rations, school feeding programs can improve the nutrition status of preschool and primary school-aged children by addressing micronutrient deficiencies. Combined with local agricultural production, these programs can also provide small-scale farmers with a stable market. School feeding programs can provide short-term benefits after crises by helping communities recover and build resilience, and also long-term benefits by developing human capital.<sup>8</sup> School feeding programs can be classified into two main groups: in-school feeding (when children are fed in school) and take-home rations (when families are given food if their children attend school

regularly). A major advantage of school feeding programs is that they offer the greatest benefit to the poorest children. Several studies<sup>9</sup> have indicated that missing breakfast impairs educational performance.

Present data suggests that almost every country is seeking to provide food to its schoolchildren. Therefore, especially for low-income countries where most food-insecure regions are concentrated, the key issue is not whether a country will implement school-feeding programs but rather how and with what objectives.

The social shocks of recent global crises has led to an enhanced demand for school feeding programs in low-income countries as they can serve as a safety net for food-insecure households through an income transfer. In response to this amplified request, the United Nations World Food Programme (WFP) and the World Bank jointly undertook an analysis titled *Rethinking School Feeding*.<sup>10</sup> This initiative sought to better understand how to develop and implement effective school feeding programs as a productive safety net that is part of the response to the social shocks, as well as a fiscally sustainable investment in human capital. These efforts are part of a long-term global goal to achieve *Education For All* and provide social protection to the poor.

## Five Key Policy Goals to Promote School Feeding

There are five core policy goals that form the basis of an effective school feeding program. Figure 1 illustrates these policy goals and outlines the respective policy levers and outcomes that fall under each goal.

**The first goal is a national policy framework.** A solid policy foundation strengthens a school feeding program's sustainability and quality of implementation. National planning for school feeding as part of the country's poverty reduction strategy (or other equivalent development strategies) conveys the importance the government places on school feeding as part of its development agenda. For most countries that are implementing their own national programs, school feeding is included in national policy frameworks.<sup>11</sup>

<sup>1</sup> Revolutionary Government of Zanzibar, 2010.

<sup>2</sup> World Food Programme, 2013a.

<sup>3</sup> Doege, S.L., 2014.

<sup>4</sup> Ahmed, 2004; Gelli, Meir, and Espejo, 2007.

<sup>5</sup> Jacoby, Cueto, and Pollitt, 1996; Powell et al., 1998; Kristjansson et al., 2007.

<sup>6</sup> Whaley et al., 2003; Kristjansson et al., 2007; Jukes et al., 2008.

<sup>7</sup> Tan, Lane, and Lassibille, 1999; Ahmed, 2004; Adelman et al., 2008.

<sup>8</sup> WFP, 2013b.

<sup>9</sup> Simeon and Grantham-McGregor, 1989; Pollitt, Cueto, and Jacoby, 1998; Simeon, 1998.

<sup>10</sup> Bundy et al., 2009.

<sup>11</sup> Bundy et al., 2009; WFP, 2012.

**The second policy goal for school feeding is financial capacity.** Stable funding is a prerequisite for sustainability. However, where need is greatest, programs tend to be the smallest and the most reliant on external support. Funding for these programs can come from a combination of sources, such as non-governmental organizations (i.e., WFP) and the government. When a program becomes nationalized, it needs a stable and independent funding source, either through government core resources or development funding. In the long term, a national budget line for school feeding is necessary for an effective and stable program.

**The third policy goal is institutional capacity and coordination.** School feeding programs are better executed when an institution is mandated and accountable for the implementation of such a program. Effective programs also include multisectoral involvement from sectors such as education, health, agriculture, and local government, as well as a comprehensive link between school feeding and other school health or social protection programs and established coordination mechanisms.

**The fourth policy goal is sound design and implementation.** In order to maximize effectiveness, school feeding programs should clearly identify country-specific problems, objectives, and expected outcomes. The country's context and needs should determine the program's beneficiaries, food basket (menus), food modalities and supply chain. Countries and partners should work towards creating a delicate balance among international, national, and local procurement of foods to support local economies without jeopardizing the quality and stability of the food supply.

**The last policy goal is community roles-reaching beyond schools.** School feeding programs that are locally owned, incorporate contributions from local communities, and respond to specific community needs are often the strongest. These programs are most likely to make a successful transition from donor assistance to national ownership. Community participation should be considered at every stage, but without overburdening community members.

### Use of Evidence-Based Tools

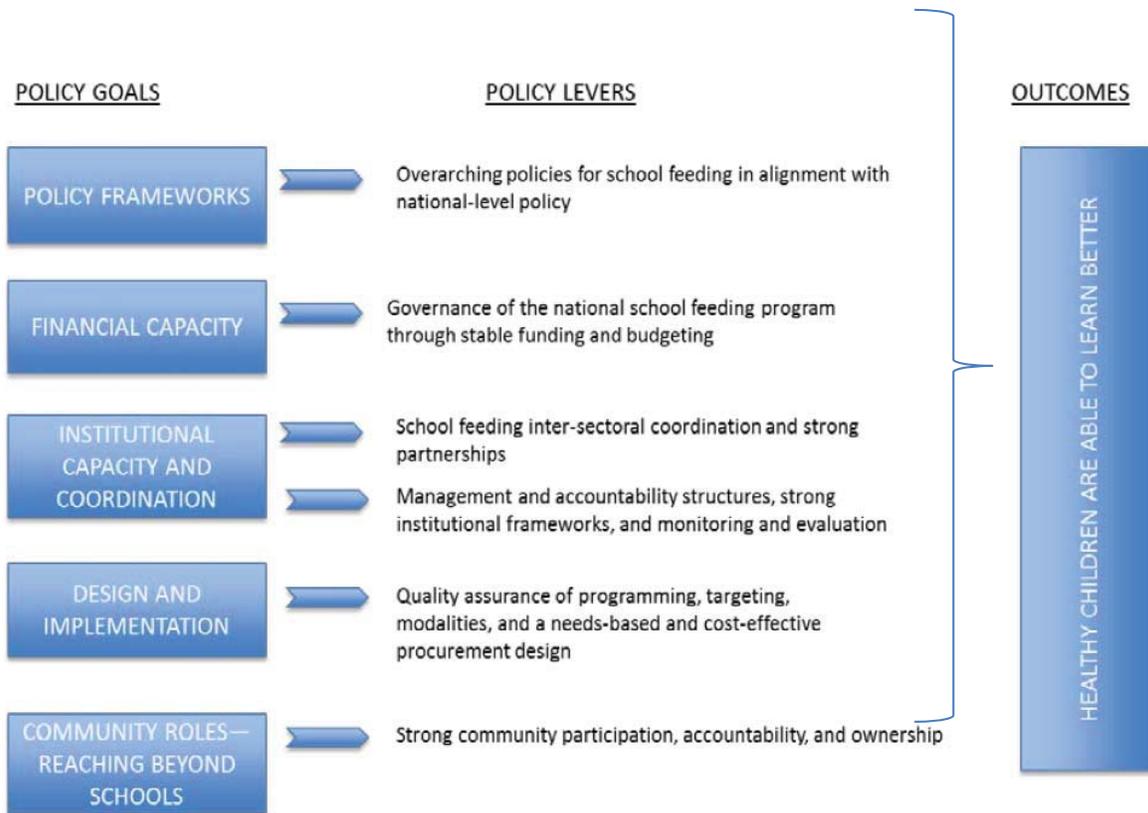
The primary focus of the SABER-School Feeding exercise is gathering systematic and verifiable information about

the quality of a country's policies through a SABER-School Feeding Questionnaire. This data-collecting instrument helps to facilitate comparative policy analysis, identify key areas to focus investment, and disseminate good practice and knowledge sharing. This holistic and integrated assessment of how the overall policy in a country affects young children's development is categorized into one of the following stages, representing the varying levels of policy development that exist among different dimensions of school feeding:

1. **Latent:** No or very little policy development
2. **Emerging:** Initial/some initiatives towards policy development.
3. **Established:** Some policy development
4. **Advanced:** Development of a comprehensive policy framework

Each policy goal and lever of school feeding is methodically benchmarked through two SABER analysis tools. The first is a *scoring rubric* that quantifies the responses to selected questions from the SABER School Feeding questionnaire by assigning point values to the answers. The second tool is the *SABER School Feeding Framework rubric* that analyzes the responses, especially the written answers, based on the framework's five policy goals and levers. For more information, please visit the World Bank's website on SABER-School Health and School Feeding and click on the ["What Matters" Framework Paper](#) under Methodology.

**Figure 1: Policy goals and policy levers for school feeding**



## Findings

### Policy Goal 1: Policy Frameworks in Zanzibar



#### Policy Lever

- Overarching policies for school feeding in alignment with national-level policy

*A policy foundation helps strengthen the sustainability and accountability of a school feeding program as well as the quality of its implementation. Nearly all countries with national ownership of programs have well-articulated national policies on the modalities and objectives of school feeding.<sup>12</sup>*

School feeding is included in the published poverty reduction strategy in Zanzibar. In the Zanzibar Strategy for Growth and Reduction of Poverty (2010-2015), school feeding is listed as one of the interventions to increase enrolment and nutrition.<sup>13</sup> The government has also set milestones for school feeding programs in the Poverty Reduction Strategic Plan (PRSP), conveying that the Zanzibar government not only recognizes the importance of school feeding programs but also recognizes the importance of setting goals and improving the effectiveness of these programs. However, there is no published national policy on school feeding.

1. Policy Frameworks is EMERGING		
Indicators	Score	Justification
1A. National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	<p>Advanced</p>	School feeding included in PRSP; accompanied by targets by government; strategies have defined objectives and sectoral responsibilities
1B. An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals	<p>Latent</p>	No published national policy on school feeding available

<sup>12</sup> WFP, 2012.

<sup>13</sup> Revolutionary Government of Zanzibar, 2010.

**Policy Goal 2: Financial Capacity in Zanzibar**



**Policy Lever**

- Governance of the national school feeding program through stable funding and budgeting

*Stable funding is necessary for the long-term sustainability of a school feeding program, especially one that transitions from being donor-funded to government-funded. School feeding programs supported by external partners generally rely on food aid, government in-kind donations, and/or government cash contributions. In order for the program to be sustainable and nationally owned, the school feeding program should have a budget line and be part of the government’s budgeting and planning process.*

School feeding is included in the national planning process in Zanzibar, yet school feeding is not funded through a national budget. Regions do not have the capacity to plan and budget their needs and request resources from the central level to implement school feeding programs. Further, no region, school or ministry involved in the program has a budget line for school feeding. Although school feeding is recognized at a national level, a budget must be initiated at all levels in Zanzibar. Furthermore, the school feeding funds are not being disbursed to the implementers in a timely and effective manner. There are problems with coordination and funds.

2. Financial capacity is LATENT		
Indicators	Score	Justification
2A. National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels in a timely and effective manner		No budget line available for school feeding at national, regional, or local level; no mechanisms recognized to improve

**Policy Goal 3: Institutional Capacity and Coordination in Zanzibar**



**Policy Levers**

- School feeding inter-sectoral coordination and strong partnerships
- Management and accountability structures, strong institutional frameworks, and monitoring and evaluation

*Implementing a school feeding policy requires significant institutional capacity because the program is a complex school health intervention. The policy should clearly define the roles and responsibilities of stakeholders and actors at all levels. Methodically increasing government capacity to manage a school feeding program is important to the program’s long-term sustainability. A national institution that is mandated and accountable for the implementation of the school feeding program is considered to be a best practice. This institution should have a specific unit that has adequate resources and knowledgeable staff to manage the school feeding program. Moreover, policies that detail accountability and management mechanisms can help ensure program quality and efficiency, especially if the school feeding program is decentralized.*

Zanzibar has given the Ministry of Education the mandate of managing and implementing the school feeding program. This concentrated leadership is a necessary trait of effective implementation. Zanzibar does not have a multisectoral steering committee coordinating the implementation of school feeding.

School feeding was not discussed in any national-level coordination body that deals with education, health, agriculture, and nutrition. Also, within the Ministry of Education there is no specific unit in charge of the overall management of school feeding and responsible for coordination between the national, regional, and school levels.

There are no coordination mechanisms in place between cross-government stakeholders. At more local levels, there are no pre- or in-service training programs in place to train staff on school feeding program management and implementation. Regional and district offices also do

not have sufficient staff, knowledge and resources to fulfill their responsibilities.

Inter-level coordination is a key component of effective implementation for school feeding programs, and Zanzibar should continue to work towards establishing a foundation for coordination of school feeding at various levels.

<b>3. Institutional Capacity and Coordination in Zanzibar is LATENT</b>		
<b>Indicators</b>	<b>Score</b>	<b>Justification</b>
3A. Multisectoral steering committee coordinates implementation of a national school feeding policy		No multisectoral steering committee coordinating the implementation of school feeding
3B. National school feeding management unit and accountability structures are in place, coordinating with school level structures		No national school feeding management unit in place; coordination between levels lacks
3C. School level management and accountability structures are in place		Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking

## Policy Goal 4: Design and Implementation in Zanzibar



### Policy Lever

- Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective

*A well-designed school feeding policy that is based on evidence is critical to the implementation of a quality school feeding program. The policy can include details on targeting the correct beneficiaries, selecting the proper modalities of food delivery, and choosing a quality food basket. Over time, the school feeding policy may be redesigned or modified according to reassessments of the school feeding program.*

A government-led strategy for the monitoring and evaluation (M&E) of a national school feeding program is the cornerstone for the development of a sustainable and efficient M&E system.<sup>14</sup> Zanzibar does not have a monitoring and evaluation plan for the school feeding program. Since no impact evaluations have been planned or carried out, there are no progress reports and no specific program implementation documents available. Further, the program does not have objectives that correspond to the context of the country and the poverty reduction strategy. These objectives, or targeting criteria, are important for two reasons: first, to keep the program within the budget constraints and maximize the effect of spending in line with the objectives, and second, to ensure equity by redistributing resources to poor, vulnerable children. But no situation analysis has been undertaken and no future goals have been set.

There are no national standards on food modalities and the food basket. Food modalities have not been chosen based on the objectives of the program, the duration of the school day, and the feasibility of implementation. There are also no national standards on food management, procurement and logistics. There have also been no discussions on possible procurement modalities for school feeding that can be more locally appropriate, including the possibility of linking procurement with agriculture-related activities. Furthermore, there have been no discussions on possible service provision models for school feeding that could

potentially create jobs and profit-making opportunities for community members.

The Ministry of Agriculture has not been involved in making the connection between school feeding and national agricultural production, and the private sector has not been involved in making the connection between farmers and the school feeding market. At the school level, the requirements for the school feeding program are not communicated to the agriculture sector to support the links between food production and the school feeding market.

National standards on food modalities and the food basket have been set, which correspond to nutritional content requirements, local habits and tastes, and the availability of local food. The food modalities have also been chosen based on the objectives of the program, the duration of the school day, and the feasibility of implementation.

There are no complementary programs with budgets to provide capacity building for small holders and to help the community with storage, food processing, or preparation. The actual cost per child per year for school feeding is unknown, along with the total number of districts and the number of schoolchildren covered by the program.

<sup>14</sup> Gelli and Espejo, 2013.

4. Design and Implementation is LATENT		
Indicators	Score	Justification
4A. A functional monitoring and evaluation system is in place as part of the structure of the lead institution and used for implementation and feedback	<p>Latent</p> 	M&E system not in place
4B. Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis	<p>Latent</p> 	Situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria nor a targeting methodology has been established as yet
4C. Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety, and nutrition content requirements	<p>Latent</p> 	National standards for food modalities and the food basket not set
4D. Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	<p>Latent</p> 	National standards on procurement and logistics arrangements have not been established

**Policy Goal 5: Community roles-reaching beyond schools** Latent 

**Policy Lever**

- Community participation and accountability

*The role of the community should be clearly defined in a school feeding policy because community participation and ownership improves the school feeding program’s chances of long-term sustainability. If the government places the responsibility of sustaining the school feeding program on the community, the school feeding policy should detail the guidelines, minimum standards, and support for the community to implement the program. The school feeding policy can also include mechanisms for the community to hold the government accountable.*

*At the school level, there may be a school management committee composed of parents, teachers, and students that acts as a liaison between the school and the community and manages the school feeding program. Care should be taken not to overburden the community, because in some cases the community may introduce fees to support the local school feeding program, which can negatively impact enrolment rates. Community-assisted school feeding programs are usually most successful in food-secure areas.*

The RGZ has not set up a school feeding management committee that could involve parents, teachers and local community in the management and implementation of the school feeding program. Community involvement is lacking and there is little community independence in the school feeding program. The government should help communities participate in the school feeding program.

5. Community roles-reaching beyond schools is LATENT		
Indicators	Score	Justification
5A. Community participates in school feeding program design, implementation, management and evaluation and contributes resources	Latent 	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program

*To view the scores for all indicators and policy goals in one table, please refer to Appendix 1.*

## Conclusion

The following policy options represent possible areas where school feeding could be strengthened in Zanzibar, based on the conclusions of this report.

### Policy Options

- Establish a national school feeding policy for Zanzibar.
- Create budgets for school feeding with national, regional and school level budgets. Create mechanisms for regional and school leaders to plan, budget and request funding.
- Establish a school feeding unit within the Ministry of Education to implement school feeding nationally. In addition, establish a national steering committee for

school feeding that coordinates multisectoral activities for school feeding at the national, regional and school levels.

- Create a monitoring and evaluation plan for the school feeding program. Carry out a comprehensive situation analysis, as well as impact evaluations of ongoing programs.
- Support the participation of the community in the planning and implementation of school feeding through the establishment of school feeding management committees at each school that involves parents, teachers and the local community in the management and implementation of the school feeding program.

Appendix

Table 1. Levels of Development of SABER School Feeding Indicators and Policy Goals in Zanzibar

Systems Approach for Better Education Results: School Feeding Policy Framework						
POLICY LEVER	INDICATOR	STAGE				OVERALL SCORE PER DOMAIN
		Latent	Emerging	Established	Advanced	
<b>Policy Goal 1: Policy frameworks</b>						
Overarching policies for school feeding - sound alignment with the national policy	National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	There is recognition of school feeding as an education and/or social protection intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	School feeding discussed by members and partners during preparation of national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement, and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and aligned with the national-level poverty reduction strategy or equivalent national strategy	EMERGING
	An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation)	There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published	A technical policy and situation analysis under development by the relevant sectors that address school feeding	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and comprehensively covering all four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies	
<b>Policy Goal 2: Financial Capacity</b>						
Governance of the national school feeding program - stable funding and budgeting	National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district and/or school) in a timely and effective manner	There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in place	School feeding is included in the national planning process and national funding is stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently	School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner	School feeding is included in the national planning process and is fully funded through a national budget line consistent with the school feeding policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program; school feeding funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level	LATENT
<b>Policy Goal 3: Institutional Capacity and Coordination</b>						
School feeding coordination - strong partnerships and inter-sector coordination	Multisectoral steering committee coordinates implementation of a national school feeding policy	Any multisectoral steering committee coordination efforts are currently nonsystematic	Sectoral steering committee coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least two sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least three sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy; this government-led committee provides comprehensive coordination (across international agencies, NGOs, the private sector and local business representatives as well) and is part of a wider committee on school health and nutrition	LATENT
Management and accountability structures, including staffing - strong institutional frameworks for implementation	National school feeding management unit and accountability structures are in place, coordinating with school level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional/local (if applicable), and schools is lacking	A school feeding unit exists at the national level, but it has limited resources and limited staff numbers and lacks a clear mandate; while coordination mechanisms between the national, regional/local (if applicable), and school level are in place, they are not fully functioning	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and functioning in most instances	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning	
	School level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding are available at the school level, but these are not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance	All schools have a mechanism to manage school feeding, based on national guidance, with pre and in-service training for relevant staff	

Policy Goal 4: Design and Implementation							
Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective	A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	The importance of M&E is recognised, but government systems are not yet in place for M&E of school feeding implementation	A government M&E plan exists for school feeding with intermittent data collection and reporting occurring especially at the national level	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national and regional levels	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; analysed information is shared and used to refine and update programs; baseline is carried out and program evaluations occur periodically	
	Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis	The need for targeting is recognised, but a situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria nor a targeting methodology has been established as yet	Targeting criteria and a targeting methodology is being developed corresponding to the national school feeding policy; a situation analysis assessing needs is incomplete as yet	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and a situation analysis assessing needs	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and a situation analysis assessing needs	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used to refine and update targeting and coverage on a periodic basis	L A T E N T
	Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet	National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis	
	Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline; M&E information is used to refine and update procurement and logistics arrangements	
Policy Goal 5: Community roles—reaching beyond schools							
Community participation and accountability - strong community participation and ownership (teachers, parents, children)	Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash or as labor)	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program	A school feeding management committee exists but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking	The school feeding management committee comprises representatives of teachers, parents, and community members and communities have accountability mechanisms to hold school feeding programs accountable at the school level	The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels	L A T E N T	

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## Acronyms

M&E	Monitoring and Evaluation
NGO	Non Governmental Organization
PRSP	Poverty Reduction Strategic Plan
SHN	School Health and Nutrition
SSA	Sub-Saharan Africa
UPC	Universal Primary Completion
WFP	World Food Programme

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This report focuses specifically on policies in the area of **school feeding**.

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