;

ASSESSMENT OF THE IMPLEMENTATION OF NATIONAL SCHOOL FEEDING GUIDELINE IN TANZANIA: A CASE OF PUBLIC PRIMARY SCHOOLS LOCATED IN KINONDONI MUNICIPALITY, DAR ES SALAAM

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ASSESSMENT OF THE IMPLEMENTATION OF NATIONAL SCHOOL FEEDING GUIDELINE IN TANZANIA: A CASE OF PUBLIC PRIMARY SCHOOLS LOCATED IN KINONDONI MUNICIPALITY, DAR ES SALAAM

By

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A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Masters of Science in Project Management Monitoring and Evaluation in Health of the Muhimbili University of Health and Allied Sciences

October, 2024

CERTIFICATION

The undersigned verify to have read and thus approve for the acceptance by Muhimbili University of Health and Allied Sciences, a dissertation titled “Assessment Of The Implementation Of National School Feeding Guideline In Tanzania: A Case Of Public Primary Schools Located In Kinondoni Municipality, Dar Es Salaam." in (partial) fulfilment of the requirement for the degree of Master of Science in Project Management Monitoring and Evaluation at Muhimbili University of Health and Allied Sciences.

_____

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_____

Date

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Mr. Pankras Luoga

(Co Supervisor)

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Date

DECLARATION AND COPYRIGHT

I, **John .B. Mboya,** declare that this **dissertation** is my original work that has not been submitted to any other institution for a similar or other degree award and that it will not be submitted to any other university for a similar or other degree award.

Signature_____ Date_____

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DEDICATION

This work is dedicated to the three remarkable women in my life, my Beloved Aunt Naghenjwa Mboya, my Sister Martha-Sia Mboya, and my Best Friend Anna Elias Mtui, your unwavering love, unmatched support, and endless presence have been the pillars of strength that have guided me through life's journey. May the Universe and Heaven favor you.

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LIST OF ABBREVIATIONS

AU	African Union
DEO	District Education Officer
IRB	Institutional Review Board
MoH	Ministry of Health
MoHSW	Ministry of Health and Social Welfare
RAS	Research Assistants
RCH	Reproductive and Child Health
TDHS	Tanzania Demographic and Health Survey
TFNC	Tanzania Food and Nutrition Centre
SFPs	School Feeding Programs
WFP	World Food Programme
WHO	World Health organization

DEFINITION OF KEY TERMS

Malnutrition is defined as deficiencies, excesses, or imbalances in a person's intake of energy and/or nutrients. The term malnutrition addresses 3 broad groups of conditions: undernutrition, which includes wasting (low weight-for-height), stunting (low height-for-age), and underweight (low weight-for-age); micronutrient-related malnutrition, which includes micronutrient deficiencies (a lack of important vitamins and minerals) or micronutrient excess; and overweight, obesity and diet-related no communicable diseases (such as heart disease, stroke, diabetes, and some cancers) (1).

Implementation is described as the accomplishment of applying or executing a strategy, concept, model, or design to reach the goal (2).

A government can be defined as a system or group of people governing an organized community, generally a state (3).

Process Evaluation outlines the policies, processes, services, and activities of a program. Program outputs, or quantitative indicators of the provision of services or activities, are commonly used to measure implementation. It outlines the recipients of the services as well as the services they were provided (4).

Stakeholders refer to everyone who is directly or indirectly involved in an organization, its endeavors, or its successes. These could be government officials or regulators, partners, customers,employees,shareholders,orowners(5)

ABSTRACT

Background: Globally, lack of enough food and an unbalanced diet are recognized causes of malnutrition. The situation is more pronounced among children and the most affected segment of the population is the children attending schools whether using boarding or day system. Globally, 388 million children benefit from school feeding programs. These programs have been shown to combat child hunger and support children's overall well-being. In 2021 Tanzania launched its first National school feeding guideline with aim of providing standard guidance for schools, communities, and the local government to develop, coordinate, and oversee school feeding programs.

Broad Objective: To assess the implementation of National school feeding guideline in Public Primary schools in Kinondoni Municipality.

Materials and Methods: The study was conducted using a phenomenological study design and qualitative data collection methodologies. The study was conducted in 6 schools, consisting of 6 teachers, 6 students, 6 heads of schools, and 6 school feeding committees, making a total of 24 participants. Using an interview guide, a purposive sample technique was employed to choose study participants for interviews. The acquired data and findings were analyzed using a thematic analysis approach, with themes and sub-themes employed to organize them.

Results: Four main themes emerged: Minimal student participation regarding the implementation of national school feeding guideline with two sub-themes: non-existent channels for feedback and insufficient engagement of students' interest., Limited awareness of the guideline by teachers and the school feeding committee with two sub-themes:Inadequate training and knowledge of the guideline and insufficient motivation regarding the guideline adherence of participants., Insufficient support and resources regarding the implementation of the guidelines faced by the school feeding committee with two sub-themes:financial constraints and inadequate infrastructure and equipment , and existing factors affecting the implementation of the guideline which included Political factor, Social factor, Economic factor and Cultural factor.

Conclusion: Generally, the findings reveal lack of understanding, awareness and adherence to the guidelines among school community which teachers, students and school feeding committee,. However, gaps in formal training and resource limitations present significant challenges to consistent guideline adherence.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study.

Globally, lack of enough food and an unbalanced diet are recognized causes of malnutrition (6). The situation is more pronounced among children and the most affected segment of the population is the children attending schools whether using boarding or day system. Malnutrition in school-age children impacts their health, cognitive capacity, and even more their educational achievement (7). It is estimated that, across the developing globe, 66 million school-age children go to school every day hungry, with 23 million children in Africa (8). One of the tactics that can address malnutrition issues in school-aged children is through school feeding programs which are being implemented all over the world (9).

Almost every country in the world seeks to feed its school children. Based on a sample of 169 countries, estimation shows that at least 368 million children are fed daily when they are at school. Given current estimates of the per capita cost of school feeding, this translates into a potential annual investment of between US$47 billion and US$75 billion, with most of this money coming from government budgets (10). This illustrates the near-universal recognition of the importance of school feeding not only to handle hunger problems but also to try to increase student turnover and eventually academic performance.

Forty-five (45) studies of school meal programs around the world revealed that children receiving a school meal during the entire school year attend school 4-7 days more than children who do not receive school meals (11). The coverage of school feeding programs is lowest in countries where the need is the greatest. In high- and upper-middle-income countries, generally, all children have access to food through schools, and the most vulnerable children typically are entitled to subsidized or free meals. In low-middle and low-income countries, by contrast, programs are generally only available to some children in certain geographical areas chosen according to vulnerability factors.

Current estimates on coverage suggest that while 49 percent of schoolchildren receive free meals in middle-income countries, the figure for low-income countries is 18 percent. This suggests that where the need is greatest in terms of hunger, poverty, and poor social indicators, the coverage continues to be the lowest (12)

Africa's leaders have acknowledged the importance of school meals in promoting sustainable learning and development. (13). A larger number of schoolchildren are now receiving school lunches. According to data gathered by the African Union, over 65.4 million students in 51 nations now benefit from school feeding across Africa, a tremendous increase from 38.4 million in 2013 (14). In Africa, these initiatives cover many of the nutritional needs during middle childhood, helping to bridge the gap between newborn and young child nutritional programs. (15) .

Although, indeed, school feeding is widely established in several African countries, many others face substantial challenges in implementing these programs and want support with planning, design, and management. The nutrient level of school meals is inferior, and the component of preferring student food over regional agriculture production still requires help (15). Like other guidelines across East Africa, The function of the guideline is to facilitate coordination among national and international stakeholders toward responsive National School Feeding Programs in the country (12).

In Tanzania, the burden of malnutrition is disproportionally distributed across population groups, with 34 percent, or 3.3 million children under the age of five, suffering from chronic malnutrition (16). In 2022, an estimated 230 million children under five were malnourished, with 148.1 million (22.3 percent) stunted, 45 million (6.8 percent) wasting, and 37 million (5.6 percent) overweight (17). In Tanzania, The National School Feeding Guideline provides uniform guidance for schools, communities, and the local government to develop, coordinate, and oversee school feeding programs (18).

The roles of teachers, students, and school feeding committees in the National school feeding guideline encompass various responsibilities and contributions to ensure the successful implementation of the National school feeding guideline. Teachers play a crucial role in overseeing the delivery of meals, promoting healthy eating habits, and monitoring

students' nutritional well-being. Students benefit from the provision of nutritious meals, which can enhance their attendance, concentration, and overall academic performance. School feeding committees play an important role in coordinating program activities, communicating with stakeholders, and assuring nutritional recommendations and standards.

In Tanzania, these programs are also being established in the majority of the schools addressing food environment that demonstrates the provision of a meal a day. However, the implementation of national school feeding guideline remains a challenge that is not well-researched. Therefore, this study aims to assess the implementation of National school feeding guideline in Kinondoni Municipality.

1.1.1 Description of the intervention

In 2021, the government of Tanzania launched the first guideline to guide the implementation of a national school feeding initiative that targeted school-aged children in schools across the country. The national school feeding guideline aimed at providing standard guidance for schools, communities, and the local government to develop, coordinate, and oversee school feeding programs (18). The guideline instructs the school feeding program to provide at least one meal a day with all required nutrients to school-aged children in schools across the country. The key components of the national school feeding guideline include the importance of school meals, school management of the school feeding program, responsibilities of various stakeholders, mobilization for community ownership and local contribution, and lastly, use of data management systems (19). School feeding committees play a vital role in the school feeding program due to that they are the main facilitators and implementers of the national School feeding guideline. The intervention is to provide standard guidance for schools, communities, and the local government to develop, coordinate, and oversee school feeding programs as instructed in national school feeding guideline for provision types and appropriate standards of meals to school-age children (19), which will impact their academic outcomes and aim to improve their well-being.

1.2 Problem Statement

Malnutrition remains a public health concern amongst school-age children which affects their well-being and poses several challenges, including impaired cognitive functioning, school absenteeism, and compromised educational outcomes (11). From a survey of 68,147 children (School-aged Children) nutritional status in Tanzania between August and October 2019, Finding shows that 25% were stunted, 11% were thin and 5% were overweight (20). Dar es Salaam region has been found to have a higher prevalence (13%) of overweight among school-aged children in overall comparison with other regions (16).

The ideal framework for SFPs emphasizes the provision of nutritious meals to enhance children's health and educational outcomes. Successful models in other countries, such as Ghana, have demonstrated that well-implemented school feeding programs can significantly improve students' academic performance and nutritional status. However, the implementation of such programs in Tanzania has faced numerous challenges, including inadequate infrastructure, insufficient training for staff, and limited community involvement. These issues highlight a critical gap between the established guidelines and their practical application in schools (21).

In 2021, to mitigate such challenges of malnutrition among school pupils, The Tanzanian government, in partnership with international agencies such as the World Food Program initiated School feeding guideline that guides school feeding programs to provide food to children in schools

Despite the existence of national school feeding programs, little is known regarding the execution of the national school guidelines in Tanzania. Therefore, to fill this research gap, this proposed study on the assessment of Tanzania's implementation of national school feeding guidelines will provide a nuanced understanding of the implementation progress of the national school feeding guideline influencing the success of these programs in the future.

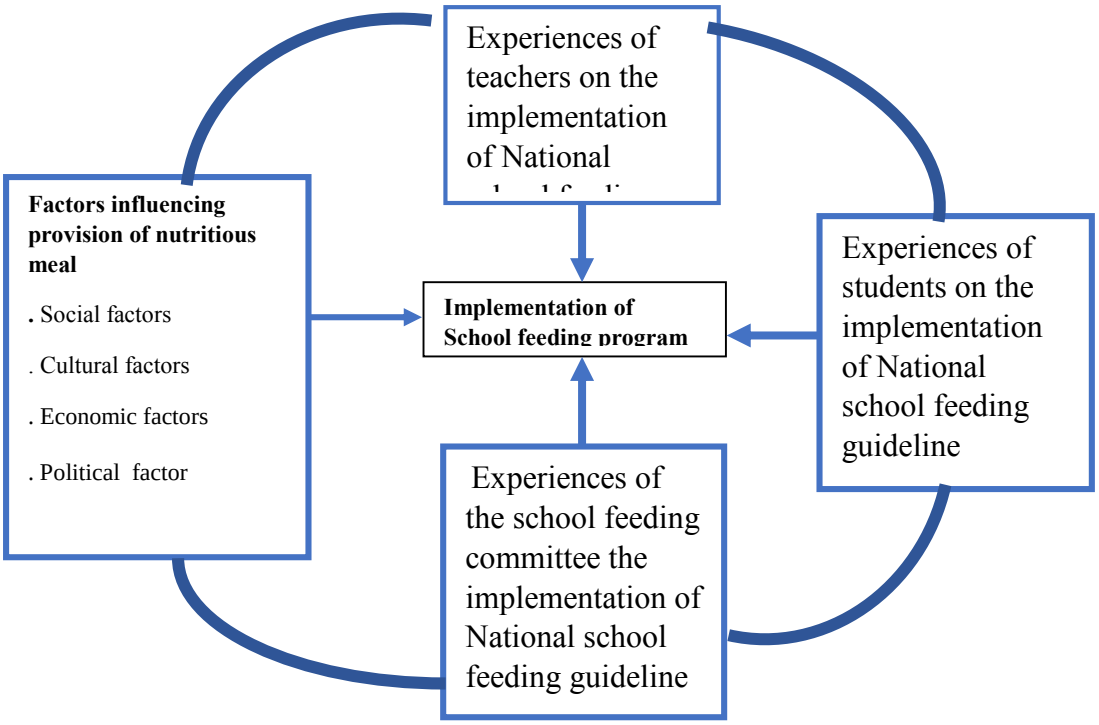
1.3 Conceptual framework

1.3.1 DESCRIPTION OF THEORETICAL FRAMEWORK

In the implementation of national school feeding guideline, social constructivism theory emphasizes of the role social interaction and awareness in shaping individual understanding of the program. It recognizes how individuals perceive and understand the meaning of nutritious meals through beliefs, experiences, and attitudes of school feeding committees such as teachers, parents, and community members.

Communities of practice and the value of social interaction are central to Wenger's idea of social learning. This idea implies that in the context of school feeding, the program can support the development of a community of practice with parents, educators(teachers) and community members collaborating on experiences and information about nutrition and healthy eating (22).

Figure 1:1 Conceptual framework



Source: Etienne Wenger's Theory of Communities of Practice (22)

1.4 The rationale of the study

This study aimed to assess the implementation of National school feeding guideline in Kinondoni Municipality. There is limited knowledge obtainable in Tanzania on how the National School Feeding Guidelines are being implemented. As a result, the findings of this study are valuable in the sense that there is a need to inform policymakers about the execution of the responsibilities and emphasize the factors impacting the implementation process of the National School Food Guidelines. The results offer an approach for the policymakers and school feeding committee to improve the implementation process of National school feeding guidelines to ensure the efficiency of school feeding programs. The study will help to understand more if the National School feeding guideline has improved the performance of the school feeding program and come up with recommended solutions for policymakers and local government authorities. In addition, the findings of the present inquiry will provide the basis for further studies on the subject.

The research will help to understand more about the importance of school feeding programs in school-aged children through the implementation of school feeding guideline in Kinondoni Municipality. Practically, this study will help policymakers, key decision-makers, and stakeholders in the education sector who are accountable for implementing the school feeding guidelines. Academically, this study will help in the literature review for further studies.

1.5 Research Questions

1.5.1 The Main Research Questions

How is the implementation of National School feeding guideline in Public Primary Schools located in Kinondoni Municipality?

1.5.2 Specific Research Questions

1. What are the experiences of teachers on the implementation of National School feeding guideline in Public Primary Schools located in Kinondoni Municipality?
2. What are the experiences of students on the implementation of National School feeding guideline in Public Primary Schools located in Kinondoni Municipality?

3. What are the experiences of the school feeding committees on the implementation of National school feeding guideline in Public Primary Schools located in Kinondoni Municipality?
4. What are the factors influencing the implementation of National School feeding guideline in Public Primary schools located in Kinondoni Municipality?

1.6 Research Objectives

1.6.1 The main research objective

To assess the implementation of National School feeding guideline in Public Primary Schools located in Kinondoni Municipality.

1.6.2 Specific Research Objectives

1. To explore the experiences of teachers on the implementation of National school feeding guideline in Public Primary Schools located in Kinondoni Municipality.
2. To explore the experiences of students on the implementation of National School feeding guideline in Public Primary Schools located in Kinondoni Municipality.
3. To investigate the experiences of School feeding committees on the implementation of National school feeding guideline in Public Primary Schools located in Kinondoni Municipality.
4. To identify the factors influencing the implementation of National School feeding guideline in Public Primary Schools located in Kinondoni Municipality.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Experiences of teachers on the implementation of National school feeding guidelines

The role of teachers is pivotal in successfully implementing educational programs, including National School Feeding Guidelines (NSFG). Teachers are responsible for delivering educational content and play a crucial role in promoting students' health and well-being through school feeding initiatives. Research indicates that teachers' perceptions of their responsibilities significantly influence the effectiveness of such programs. For instance, a study by Holthe et al. emphasizes that teachers often perceive their roles as collaborative, sharing duties with colleagues and the community to enhance student outcomes Holthe et al. (2011). This collective approach is essential in the context of school feeding programs, where teachers' engagement can significantly impact the program's success (23).

Globally; Understanding teachers' experiences in implementing school feeding programs is vital for effective program delivery. Singletary et al. highlight the importance of researching educators' attitudes and knowledge regarding school feeding initiatives, noting that teachers' experiences can shape the implementation process (24). Their findings suggest that while many teachers support school feeding programs, they often face challenges such as time constraints and insufficient training, which can hinder their ability to effectively implement these guidelines.

Regional; The challenges of implementing national school feeding guidelines in Tanzania can be understood through the lens of broader educational issues. Chinkonde et al. (2010) discuss the difficulties of policy implementation in sub-Saharan Africa, emphasizing that teachers often encounter practical challenges that affect their ability to adhere to guidelines (25). Furthermore, Juma & Stonier (2023) explore the impact of teacher absenteeism on learning outcomes, providing insights into systemic issues that may affect teachers' experiences with school feeding programs (26) . These studies underscore the necessity of

addressing the broader educational context to enhance the implementation of school feeding guidelines.

In Tanzania; Ngemoyo & Mwila (2022) discuss the challenges faced in implementing school quality assurance guidelines in Tanzania, highlighting the limitations in professional development among teachers and the impact on instructional methodologies (27). This perspective is crucial in understanding the broader educational landscape and the potential hurdles that teachers may encounter in implementing national school feeding guidelines.

In addition, the study by Kiilu & Mugambi (2019) on the status of school feeding program policy initiatives in primary schools in Kenya offers a comparative viewpoint, providing insights into the influence of feeding initiatives on school attendance and the sources of funding for such programs (28). While this study is based in Kenya, it offers valuable lessons that can be applied to the Tanzanian context, especially Understanding how school feeding initiatives influence school attendance. Teachers may observe changes in student attendance patterns, student performance, and well-being as a result of school feeding programs.

Generally, School teachers have the job of enhancing students' health through the school feeding program, yet little is known about their experience in the implementation of national school feeding guideline, and how they adhere to those roles. Thus, this study intends to evaluate teachers' experiences on the implementation of the National School Feeding Guidelines. This study will objectively assess the experiences of teachers on the implementation of National school feeding guideline.

2.2 Experiences of students on the implementation of National school feeding guideline

Globally: Shrivastava et al. (2015) discuss the establishment of schools that promote health as part of a global initiative by the World Health Organization. This initiative aims to strengthen health promotional and educational activities at local, national, and international levels to improve the health of students, school personnel, families, and the community (29). This global perspective emphasizes the importance of creating a supportive environment for promoting health in schools.

Regional; Wang et al. (2021) conducted a systematic review and meta-analysis to assess the impacts of school feeding on educational and health outcomes of school-age children and adolescents in low- and middle-income countries (30). This study shows that school food programs had consistently positive effects on energy intake, micronutrient status, school enrollment, and attendance as compared to non-participants. This shows that school feeding initiatives improve school-age children's nutritional and educational well-being. Hassanally et al. (2020) conducted a scoping review on snack development for school feeding programs in Africa (31). This review highlights the importance of developing culturally appropriate snacks that meet the dietary needs of students, emphasizing the significance of providing healthy snack options to positively impact student health and well-being. Masset & Gelli (2013) designed a randomized trial of "home-grown" school feeding in Mali, emphasizing the potential of school feeding programs to improve community development by linking agriculture, nutrition, and education (32). This study highlights the multifaceted benefits of school feeding programs in promoting agricultural development and enhancing nutrition and education outcomes.

In Tanzania; Roothaert et al. (2021) examine policies, multi-stakeholder approaches, and home-grown school feeding programs for improving the quality, equity, and sustainability of school meals in northern Tanzania (33). This regional perspective provides insights into the efforts to enhance the quality and sustainability of school feeding programs, which directly impact the experiences of students in the region.

Generally, A variety of factors influence students' experiences with implementing national school feeding guidelines in Kinondoni Municipality, Dar es Salaam, including global health initiatives, regional efforts to improve school meals, Tanzania-specific health system perspectives, and inclusive education practices. This study will objectively assess the experiences of students on the implementation of National school feeding guideline.

2.3 Experiences of the school feeding committee the implementation of national school feeding guideline

Globally: Gelli et al. (2016) conducted a study in Ghana to evaluate alternative school feeding models and their impact on nutrition, education, agriculture, and other social

outcomes (34) . This study provides insights into the holistic impact of school feeding programs, which can be valuable from a global perspective.

Regional: Masset & Gelli (2013) designed a randomized trial of "home-grown" school feeding in Mali, emphasizing the potential of school feeding programs to improve community development by linking agriculture, nutrition, and education (32). This study provides insights into the multifaceted benefits of school feeding programs in the Sub-Saharan African context.

In Tanzania: Zhang et al. (2014) conducted a study on the Nutrition Improvement Programme for Rural Compulsory Education Students in China (35). While not directly related to Tanzania, this study provides insights into the implementation of nutrition programs in an educational context, which can be relevant to the Tanzanian perspective.

Generally, the evidence suggests that school feeding programs have the potential to significantly impact students' well-being, educational outcomes, and community development. Studies such as those conducted in Mali and Ghana have demonstrated the importance of school feeding committees in the implementation of national school feeding programs. This study will objectively assess the experiences of the school feeding committee in the implementation of national school feeding guideline.

2.4 Factors influencing the implementation of National school feeding guideline

Several factors influence the implementation of national school food guideline in Tanzania, particularly in Kinondoni Municipality, Dar es Salaam, including contextual, social, and policy-related considerations emphasize the importance of considering contextual factors and the strength of policy in maximizing the implementation quality of evidence-based interventions in schools. Furthermore, the literature highlights the role of environmental and social factors in shaping the delivery and uptake of preventive interventions, as evidenced by studies conducted by Sultan et al. (2023) and Mlughu et al. (2021) (36) (37). These studies shed light on the barriers and facilitators to guideline adherence and the influence of social support on healthcare practices as follows;

Cultural factors; Cultural factors play a significant role in shaping the implementation of school feeding guidelines. Studies such as those conducted by Domitrovich et al. (2008) and Lucas et al. (2017) emphasize the influence of organizational culture and the impact of school meals on healthy dietary behavior, particularly in the formative years of children's eating habits (38). Additionally, a study done by Igboji et al. (2022) provides insights into the perception of the Home-Grown School Feeding Program, highlighting the cultural perspectives of head teachers and education administrators (39). This study sheds light on the cultural elements that determine how school feeding programs are accepted and implemented. Cultural insights from these studies can help in understanding how cultural factors influence the acceptance, implementation, and effectiveness of school feeding programs, providing valuable guidance for policymakers and educators in promoting healthy dietary behaviors among students.

Economic factors; Economic factors play a significant role in shaping the implementation of school feeding guidelines. Studies such as those This study sheds insight into the cultural elements that determine how school feeding programs are accepted and implemented. conducted by Wang et al. (2003) and Jomaa et al (2011) highlight the economic analysis and cost-effectiveness of school-based programs, stressing the significance of recognizing the economic repercussions of such interventions. (40)39). Furthermore, Verguet et al. (2020) provide insights into the wider economic benefit of school feeding programs in low- and middle-income countries, focusing on the multi-sectoral returns to public health, human capital, social protection, and the local economy.

Social factors; Social factors are crucial in the successful implementation of national school feeding guidelines. Functional social support has been identified as a significant predictor of guideline awareness (42). The social-ecological framework provides a model for understanding contextual factors influencing the implementation quality of school-based interventions (43). Factors such as community support, stakeholder engagement, and social norms can impact the adherence to healthy food policies in schools. Understanding the need for a whole-of-society approach and assessing the factors influencing the inner and outer school settings are vital for the successful implementation of mandatory school nutrition

policies (44). Process evaluations and sustainability of school feeding programs are essential to ensure increased competency acquisition among students (45). Moreover, the engagement of various stakeholders, including teachers, parents, and policymakers, is necessary to promote adherence to national school meal guidelines

Political factors; Political factors are crucial in the successful implementation of national school feeding guidelines. Gelli & Espejo (2012) emphasized the importance of building sustainable monitoring and evaluation systems to ensure the effectiveness of school feeding programs. They concluded that governance procedures are complicated and influenced by a variety of factors. A thorough but straightforward approach is required, with the first stage being to guarantee a valid mandate to intervene, legitimizing the engagement with key stakeholders and including them in problem definition and resolution. This process has been aided by the provision of technical assistance and exposure to successful experiences through South-South collaboration and knowledge-sharing (46). Sobers et al. (2021) stressed the need for a whole-of-society approach in implementing school nutrition policies, highlighting the broader societal involvement required for success (44). Additionally, Randby et al. (2021) conducted a study focusing on the enablers and barriers for Norwegian school meal guidelines, providing insights into the challenges and facilitators in policy implementation (47) .

Generally, the implementation of national school feeding guidelines is influenced by a myriad of factors, including cultural, economic, and social as well as broader political and governmental health policies. Understanding these factors, assessing process outcomes, and identifying barriers and facilitators are essential steps in ensuring the successful implementation of school feeding guideline

CHAPTER THREE

3.0 MATERIALS AND METHODOLOGY

3.1 Study design

Due to the exploratory nature of the study, a phenomenological design was used, with a qualitative approach being applied for data collection and analysis at several schools in Kinondoni Municipality. According to Bayram (2022), "The phenomenological design is used in studies that examine events, situations, perceptions, opinions, orientations, and behaviors based on human experiences." (48). This design assessed the school community's experiences and perceptions of the National School Guidelines focal point during the implementation process. However, the nature of this study, which required an in-depth understanding of the program, affected the decision to use qualitative methods and aimed to analyze factors and experiences for the implementation of the National School Feeding Guidelines. The study used process evaluation as it still assesses the extent to which a program is implemented as intended (49).

3.2 Study area

This study was done at numerous schools throughout Kinondoni Municipality. This study setting has been selected because Kinondoni Municipality offers a diverse and representative setting for schools located in Dar es Salaam that conduct school feeding programs aligning with National school guideline. Kinondoni Municipality is the most populated of the Municipalities. It houses half of the city's population, and due to this most school-aged children are found in Kinondoni Municipality. Kinondoni municipality has a total of 163 primary schools with 86,672 students enrolled in all 77 Government Primary Schools, together with 1975 teachers. However, the study was conducted specifically in public primary schools due to the challenges in accessing food that has been observed more in public day schools compared to boarding and private schools (19). Additionally, a study by Mushi (2023) conducted in Kinondoni Municipal, Dar es Salaam, found that 72.9% of children aged 3 to 59 months were anemic(50), emphasizing the urgent need for further research and interventions including the introduction of national school feeding guideline to oversee to all school feeding programs to address this critical health issue concerning

malnutrition. The availability of food in public day schools mostly depends on contributions from parents/guardians, the community, the private sector and other various stakeholders, food production farms/gardens, and other school projects. Existing statistics show that between 50 and 70 percent of schools do not provide this essential service to students (19) .

3.3 Study population

Students, teachers, heads of schools, and school food committee members from Kinondoni Municipality made up the study population. This is because teachers, students, heads of schools, and school feeding committees are key stakeholders of the guideline with roles and perspectives each group brings to the study. Students are the direct beneficiaries of school feeding programs, and their experiences and nutritional needs are essential for evaluating the effectiveness of the guidelines. Teachers play a crucial role in the implementation of school feeding programs and can provide insights into the practical aspects of delivering nutritious meals to students. Heads of schools are responsible for policy implementation and creating an enabling environment for successful program execution. School food committee members are directly involved in decision-making regarding menu planning, food procurement, and ensuring compliance with nutritional standards, making their input vital for assessing guideline adherence and program effectiveness.

3.4 Sample size and sampling procedure

3.4.1 Sample size

The study sample consisted of a total number of 24 participants, composed of 06 students, 06teachers, 06 school feeding committee members, and 06 heads of school from schools in Kinondoni Municipality to reach saturation (51). The saturation level of information refers to the point at which collecting additional data no longer yields new insights or themes (52).

3.4.2 Sampling procedures

Purposeful sampling was employed to acquire information-rich participants (53). This sampling strategy was used to select participants who could provide rich and relevant insights regarding the implementation of the National School Feeding Guideline in Kinondoni Municipality, Dar es Salaam. The schools involved in the study were selected

based on specific criteria, including their adherence to the national guidelines and their operational status.

The initial selection of public primary schools was facilitated by the District Education Officer (DEO) of Kinondoni Municipality. A total of [insert number of schools] schools were identified based on their involvement in the national school feeding program and their willingness to participate in the study.

Purposive sampling was employed to identify specific individuals who possess relevant knowledge and experience related to the school feeding program. This method allowed the researcher to focus on participants who can provide rich, detailed insights into the implementation process. According to Rosmalina (2023), “Purposive sampling is the selection of participants according to the needs of the research focus, whether it is a particular theme, concept, or phenomenon”(54). By using purposive sampling, the study aimed to gather perspectives from key stakeholders, such as teachers and members of the school feeding committee, head of schools, who are directly involved in the school feeding program's execution.

In addition to purposive sampling, convenience sampling was utilized for the selection of students in the study. This approach was necessary due to the availability of participants at the time of data collection, ensuring that the research captured insights from individuals who were present and willing to participate. As noted by Fosu-Ayarkwah et al. (2022), “Convenience sampling involves selecting participants that happen to be available and are willing to participate in the research at the time” (8). This method allowed the researcher to efficiently gather data from students, even though it may introduce some limitations regarding the representativeness of the sample.Guardians/parents were provided with a consent form that detailed the study, including potential risks and benefits, the right to withdraw at any time, and assurance of confidentiality. They were given ample time to review the information and ask any questions. Written consent was obtained from the guardians/parents of the participating students before any interviews were conducted. This ensured that guardians/parents were fully informed and agreed to their child’s participation in the study.

3.5 Data collection methods

Data were collected using an interview guide for key informants. The interview guide questions were piloted at Mwenge Primary School. The interview guide questions were piloted at Mwenge Primary School in Kinondoni Municipality because it is one of the schools located in Kinondoni Municipality that practice school feeding programs aligning with National school feeding guidelines, each guide was piloted to the appropriate targeted participants; thus, the interview guide for teachers will pre-test teachers, while the interview guide for students was used to pre-test students. The key informant interview guide was shaped to capture the unique perspectives and experiences of various stakeholders involved in the implementation of the National School Feeding Guidelines, including teachers, students, and the school feeding committee. Each participant group received a tailored interview guide aligned with their specific roles and experiences related to the school feeding programs. This aimed to ensure that the interview guide effectively captures the diverse insights and contributions of stakeholders, thereby providing a comprehensive understanding of the implementation of the National school feeding guideline.

For this study, the interview guide was employed, with study participants. The interviewer is permitted to probe and investigate more detailed aspects of the topic under study. The interview guide is meant to be used for teachers, members of school feeding committees, and students who are directly involved in implementing the National School Feeding Guidelines. The guide was intended to include all instructors, school feeding committee members, and students who were actively involved in the implementation of the National School Feeding Guidelines. To avoid language barriers during data collection, the interview guide was developed in English and Swahili in the same context as Swahili is a common language in the school setting.

In-depth interviews were performed at selected schools in Kinondoni Municipality with participants who were actively involved in the guideline's implementation to obtain a comprehensive understanding of the events encountered during the procedure. During the interviews, notebooks were used to take notes. All interviews were audio recorded using a tape recorder.

3.6 Data collection procedure

The researcher pilot-tested the tool with teachers and students at Mwenge Primary School to ensure that they were practical and matched the study objectives. This was conducted by the research assistants in collaboration with relevant stakeholders, such as teachers and students to ensure the clarity, relevance, and appropriateness of the questions and instructions. The results of pre-testing were utilized to adjust interview instructions and address the issues discovered during pilot testing before moving to the data collection.

To ensure the effective implementation of the study, it is advisable to include a sufficient number of RAs who are adequately trained to collect data and assist in the research process. This included three RAs in the data collection process. The training of RAs was conducted for three days to cover various aspects of the research process, including ethical considerations, data collection techniques, interview protocols, and data management procedures.

The researcher handled an introduction letter from the university to the Kinondoni District Education Officer (DEO) who subsequently wrote the introduction letter to various schools at Kinondoni Municipality at which the data will be collected.

3.7 Trustworthiness

Trustworthiness in qualitative research is attained when the findings are worth trusting (55). To establish trustworthiness, four characteristics were considered: credibility, dependability, transferability, and conformability.

Credibility refers to how closely the study's results accord with authenticity. In this investigation, an in-depth interview was employed because it is a reliable and well-known research approach for gathering comprehensive information from participants. Data collecting is going to be used for triangulation, which combines two major methods: In-depth interviews or key informant interviews with a variety of participants, including the school feeding committee, teachers, students, a representative from the Ministry of Health, a representative from local government, and a representative from the Ministry of Education.

Transferability refers to how the study's findings might be applied in other contexts. To ensure that this study is transferable, thorough background data was collected to provide the context of the investigation. This included information on the school feeding committee, teachers and students, a representative from the Ministry of Health, a representative from local government, and a representative from the Ministry of Education.

Dependability means that if the study is duplicated in a similar context, with the identical method, and with those who participated, the results are identical. To ensure the reliability of this study, a detailed methodological description of the investigation was provided, allowing a future researcher to replicate the work.

Conformability refers to the extent to which qualitative research findings are neutral or objective. It indicates that the study's findings are based on participant responses rather than the researcher's prejudices or objectives. To ensure that this study is confirmable, triangulation was employed to limit the effect of investigator bias. Triangulation required a technique of data collecting and analysis. Additionally, the use of research assistants reduces the researcher's prejudice.

3.8 Data management and analysis plan

3.7.1 Data management plan

All data generated from in-depth interviews was examined and cleared daily to ensure quality, correctness, completeness, and consistency. This is done to ensure that all information from the interview is recorded and documented properly. Data management was highly confidential, with only individuals who actively participated in the study having access to the obtained data. Tape recorders containing audio-recorded data, as well as other acquired data, were kept in a safe box accessed by the principal investigator only.

3.7.2 Data analysis plan

The data were evaluated thematically. The analysis began through data collection so that relevant subjects for further exploration could be introduced into ongoing research. After each interview session, the audio recordings were securely stored and labeled with unique identifiers to maintain confidentiality and data integrity. The recordings were transcribed

verbatim to convert the spoken content into written text for analysis. A codebook was developed based on the key themes and concepts identified in the interview data. The codebook included a list of codes representing different themes that emerge from the data. Once the data was coded, thematic analysis was conducted to identify patterns, trends, and relationships within the data. Themes were developed by grouping related codes and interpreting the underlying meanings. Themes were refined through iterative discussions among the research team to ensure accuracy and consistency. The identified themes were interpreted in the context of the research objectives and the implementation of national school feeding guidelines. The interpretation involved synthesizing the themes to provide insights, draw conclusions, and make recommendations based on the findings (56).

3.9 Ethical consideration

Ethical clearance was requested from the Muhimbili University of Health and Allied Sciences (MUHAS) Research and Institutional Review Board (IRB) for approval, and approval to perform this study came from the Kinondoni District Education Officer. Each study participant was asked to provide written informed permission. Each study participant received an explanation of the study's aims, methodology, and advantages. Only study participants who approved were interviewed, and they were allowed to opt out of the study at any moment. To obtain consent from students, age-appropriate language was used with an explanation of the research purpose and procedures offered. Additionally, assent was sought from the students, indicating their willingness to participate in the study. However, since students cannot provide legal consent, parental or guardian consent is crucial. Parents/ Guardians were fully informed about the research, including its purpose, potential risks and benefits, and their role in the study by providing consent forms detailing this information and allowed to ask questions before providing consent for their children to participate and only students with signed consent forms from their parents/ guardians were allowed to participate in the study.

Confidentiality and privacy were maintained throughout the research process to protect the names and personal information of participants, particularly students. To avoid unauthorized access, all collected data were anonymous and stored safely. Researchers

ensured that only authorized individuals had access to the data and that any published results did not reveal the participants' identities. To protect the obtained data, strong measures were put in place, such as electronic data encryption, secure document storage, and restricted access to databases. To ensure confidentiality, data were stored by data protection rules and ethical norms.

3.10 Dissemination plan

As part of the Academic Requirements for the Award of the Master of Science in Project Management Monitoring and Evaluation in Health, this study will be submitted and presented to the examination panel of the School of Public Health and Social Sciences. A copy will be available in the MUHAS library and the Kinondoni Municipality in Dar es Salaam.

CHAPTER FOUR

4.0 RESULTS

4.1 Introduction

The study aimed to assess the implementation of national school feeding guideline in public primary schools located in Kinondoni municipality, exploring the experiences of teachers, students, and school feeding committees in the implementation of national school feeding guideline in public primary schools located in Kinondoni municipality and identifying factors influencing the implementation of national school feeding guideline in public primary schools located in kinondoni municipality.

Four major themes with numerous sub-themes each emerged during the data analysis process

The first theme was the Minimal student participation regarding the implementation of national school feeding guideline, which had two sub-themes: non-existent channels for feedback and insufficient engagement of students' interest.

The second theme was Limited awareness on the national school feeding guideline by teachers and the school feeding committee, which had two sub-themes: Inadequate training on the guideline and insufficient motivation regarding the guideline adherence of participants.

The third theme was the Insufficient support and resources regarding the implementation of national school feeding guideline faced by the school feeding committee, which had two sub-themes: financial constraints and inadequate infrastructure and equipment.

The fourth theme was existing factors affecting the implementation of national school feeding guideline which had four sub-themes specifically cultural factors, political factors, economic factors, and social factor

4.2 Demographic characteristics of the participants

A total of 24 participants were interviewed which included 6 students, 6 teachers, 6 school feeding committees, and 6 heads of schools. This made a total of 11 male and 13 female of all participants. Teachers, heads of schools, and School feeding committees held certificates to master level of education, where one teacher had a certificate level of education, four teachers had a diploma level of education and one teacher had a degree level of education. In the school feeding committee, four had a diploma level of education and two had a degree level of education. For the head of schools, all five had a degree level of education one had a master's level of education, and students which five students were in grade 7 and one student was in grade 5.

Data saturation in qualitative research is influenced by the quality and richness of the data collected rather than just the quantity of participants. The study sought to guarantee that a range of viewpoints and experiences were recorded by interviewing six individuals in each category. This approach facilitated a thorough investigation into the implementation of national school feeding guideline. After a series of iterative data-gathering interviews, the researchers were able to determine saturation when further interviews produced no new insights (56).

4.3 Findings from observation

As a participant observer in the public primary schools located in Kinondoni Municipality, Dar es Salaam, I engaged in qualitative observations during lunch hours to assess the implementation of the National School Feeding Guideline. This observational approach allowed for a nuanced understanding of the feeding activities and the environment in which they occurred

During the lunch period, I observed that the process of food distribution varied significantly across different schools. In some schools, the distribution was organized and systematic, with designated areas for serving meals. For instance, in one school, teachers and school feeding committee members were actively involved in overseeing the distribution, ensuring that each student received their portion in an orderly manner. In contrast, other schools

exhibited a more chaotic approach, where students crowded around the serving area, leading to potential inequities in meal distribution.

The presence of water taps was noted in several schools, indicating an effort to promote hygiene during meal times. However, the accessibility and functionality of these facilities varied. In some instances, taps were not operational, which could hinder students' ability to wash their hands before meals, thereby increasing the risk of foodborne illnesses. Observing the hygiene practices surrounding food distribution revealed that while some students utilized the available water facilities, others did not, potentially due to the lack of supervision or reminders from staff.

In the course of the study, the researcher employed participant observation to gather insights, he presence of various merchants around the school premises selling snacks, drinks, and other food items. This phenomenon raises important questions regarding the nutritional environment of the students. While some students purchased these items, it was evident that the quality and nutritional value of the food offered by these vendors were not aligned with the objectives of the National School Feeding Guideline. The availability of these external food sources may undermine the impact of the school feeding program, as students might opt for less healthy options instead of the meals provided by the school.

4.4 Themes and Sub-themes

4.4.1 Minimal students participation regarding implementation of national school feeding guideline

This theme represents the expression of the participant's (students) involvement in the implementation of national school feeding guideline that was obtained from the interview sessions. Participants (Students) were asked how far they got engaged in various activities regarding the implementation of the national school feeding guideline and how they had received any official concern about the guideline. It has two sub-themes explained below;

4.4.1.1 Insufficient engagement of students' interest.

This sub-theme indicates a significant challenge in the engagement of students with the implementation of national school feeding guideline. Despite the comprehensive nature of the guidelines designed to improve nutrition status and well-being, low student involvement

undermines guideline effectiveness on the school feeding programs. Additionally, the limited involvement of students in the planning and execution phases of the school feeding program in the implementation of national school feeding guideline appears to exacerbate this issue, leading to lower levels of participation and engagement. This was stated by one of the school feeding committees;

"In our school, there is a committee, parents like parents convened a meeting and it was explained that the government had ordered children to get nutrition in school so parents formed their committee to have a committee to monitor the procurement and the money of the students." (Teacher 04)"

All other participants responded that all involvement in national school feeding guideline evolved around teachers and school feeding committees leaving out students in the implementation of the guideline

"The school feeding committee has about three people along with outside stakeholders and parents around six or seven because there are small parent committees that all oversee the feeding program in implementation of national school feeding guideline" (School feeding committee 02)

4.4.1.2 Non-existent channels for feedback

The engagement of students aged 7-14 years in feedback processes is paramount to the success of the school feeding program. Given their developmental stage, it is essential to consider age-appropriate methods for soliciting their input. While direct participation in formal meetings may not be feasible for younger students, alternative mechanisms such as focus group discussions, suggestion boxes, or classroom discussions could be employed to facilitate their engagement. One of the students stated that;

"At the beginning, we started eating makande because students were already used to eating rice. On the first day, eating makande caused stomach issues since they weren't accustomed to it, but currently such issues are no longer present. This only happened in the early days about three times but after that the students got used to it"(Student 06)

Another student stated that;

"I don't like dirty cooking areas, I prefer to eat in a clean environment. Sometimes, cooks prepare food quickly, which is why the food doesn't turn out well like rice" (student 04)

4.4.2 Limited awareness on the National school feeding guideline

This theme represents the expression of the participant's (teachers) understanding and familiarity with the implementation of national school feeding guideline. Participants (teachers) were asked how familiar they were with the implementation of the national school feeding guideline and how they had received any official introduction to the guideline. It has two sub-themes explained below

4.4.2.1 Inadequate training on the guideline

The presence of lack of training and knowledge among teachers has impacted the implementation of national school feeding guideline. Teachers have shown insufficient understanding of the school feeding program and requirements which affects their ability to adhere to established guideline effectively. This knowledge gap results in inconsistent application of school feeding standards affecting the quality of food and school management of the school feeding program. One of the participants stated that;

"Aaah Honestly, we have never received any training; since I was hired at this school, I have never gone for any training or learned anything about dietary guidelines."(Teacher 05)

On Further notice, another participant said;

"When you say guideline, I don't understand. The guideline that have been issued are for all schools in Tanzania so that every child gets food at school. I've heard about that" (Teacher 05)

4.4.2.2 Insufficient motivation regarding guideline adherence

Teachers and School feeding committees lack motivation which reduces their ability to adhere to national school feeding guideline . Some of the teachers and school feeding committees do not follow the correct criteria which leads to the execution of school feeding programs execution due to a lack of motivation and recognition as the main implementers

of school feeding programs in adherence to the guideline. As a result, this may lead to failure to adhere to the guideline affecting their awareness of the implementation of guideline to the feeding programs. This is expressed through one of the participants stated that;

"Here is the procedure we follow, teachers are not allowed to handle money. The person responsible for collecting money is the cook, they collect it and distribute coupons. These coupons are what enable a child to get food. The coupon identifies the child as having paid, allowing them to receive a report on which children have eaten. Any questions related to the food are not our responsibility as teachers, they are the cook's responsibility" (Teacher 03)

The perception among teachers regarding their roles in the implementation of the National School Feeding Guideline. It underscores a significant issue: the delegation of responsibilities to the cook, Mzabuni, which results in teachers feeling detached from the feeding program. By stating that the cook is the one "handling this matter," the teacher implies that the operational aspects of the school feeding program are primarily managed by the cook, rather than being a collaborative effort involving educators. This perception can lead to a lack of motivation and engagement among teachers, as they may not feel accountable for the success or challenges of the feeding program. Consequently, this detachment can hinder adherence to the guidelines, as teachers may not actively participate in ensuring that the program meets its objectives.

Another participant added and said that;

"The service provided here involves a cook called Mzabuni, who has come forward on the contract for cooking. Therefore, he is the one handling this matter" (Teacher 02)

Teacher acknowledges the importance of volunteering and the desire to see children benefit from the program, yet they express a clear frustration regarding the absence of motivating factors that would encourage active participation in the implementation of the guidelines. This lack of motivation can stem from various factors, including insufficient recognition, inadequate support from the administration, and a perceived disconnect between their efforts and the outcomes of the feeding program

'But also, another participant added;

“Eeeh volunteering and having the desire for the children to benefit in some way is just about dedication; no motivation moves us as teachers, no."(Teacher 05)

4.4.3 Insufficient support and resources regarding the implementation of national school feeding guidelines faced by the school feed committees

This theme highlights the expression that the school feeding committee's lack of support and resources significantly affects the effectiveness of the implementation of national school feeding guideline. School feeding committees often struggle with inadequate financial issues, limited resources, and access to necessary materials to execute the feeding programs. This led to the intended goals of the national school feeding guideline in improving students well being and educational outcomes not being fulfilled efficiently. It has two sub-themes explained below;

4.4.3.1 Financial constraints

The finding reveals that there is the issue of financial constraint that is caused by the failure of the parent's cooperation. In Schools, meetings involved various stakeholders including parents, and agreements were made on contributions by parents regarding school feeding programs. Some of the parents ended up not adhering to the agreement made on the contribution of the food services for their children. This has caused a shortfall in school feeding programs leading to frequent disruption of the quality of food and adherence to the guideline requirement. School feeding committees face this challenge in managing and distributing meals which undermines the effectiveness of the school feeding programs and the overall health and well-being of the students. This can be quoted by some participants below;

“When discussing financial contribution, it directly affects individual’s pockets and interest. Thus, not all parents contribute the requested amount. Some parents are unable to contribute due to their economic conditions, for instance, a parent may have a low income at home. As a result, when you ask the child, they will say that their parents have not given them any money” (Head of school 05)

Another participant added and said that;

"Some of these parents do not participate at all in contributing money for these children"

(Head of school 04)

4.4.3.2 Inadequate infrastructure and equipment.

The finding reveals that inadequate infrastructure and equipment such as the absence of storage facilities, kitchens, and dining rooms significantly affect the implementation of national school feeding guideline. Lack of storage facilities affects food safety which may lead to potential health risks for students but lack of adequate kitchen facilities also affects the preparation of clean and safe food. Another thing is the lack of dining rooms which forces students to eat anywhere which may lead to contamination of their food. One of the participants was heard saying this;

"Let them build a special kitchen because currently we use makeshift stoves and hang pots over the fire, We need a proper stove for cooking food" (School feeding committee 02)

Another participant stated that;

"If possible, there should be special and permanent eating utensils so that children don't bring their own bowl, some big, some small, some with lids and some without. Let there be permanent eating utensils for the children" (School feeding committee 02)

Another participant added and said that;

" Areas that require improvement in our school environment include the children's dining area and the cafeteria. Either the government or various stakeholders should build us a large cafeteria because we have approximately 1640 students, so we need a large cafeteria or two medium-sized one that can effectively cater to our children" (School feeding committee 05)

4.4.4 Existing factors affecting the Implementation of the guideline

The presence of various factors such as cultural, political, economic, and social factors in the implementation of the national school feeding guideline has led to significant challenges and limitations. The lack of consideration and integration of these factors in the implementation process can impede the school feeding program's overall impact and ability

to address the diverse needs of students across the country. This has four sub-themes as follows;

4.4.4.1 Political factor

One of the most prominent political factors affecting the implementation of the school feeding program is the government's policy of free education. While this policy aims to increase access to education for all students, it has inadvertently complicated the funding landscape for school feeding initiatives. Many parents perceive that since education is provided free of charge, meals should also be included at no cost. One of the participants stated that;

"This program is an issue that many parents do not contribute to. Some parents do not contribute because of political reasons, believing that since education is free, it should also include a free meal" (Teacher 06)

In conclusion, political factors play a crucial role in the implementation of the National School Feeding Guideline in Tanzania. The interplay between government policies, community perceptions, and stakeholder engagement significantly impacts the effectiveness of school feeding programs. To enhance the implementation of these guidelines, it is essential to foster a strong political commitment, clarify funding responsibilities, and improve coordination among stakeholders. By addressing these political dynamics, the school feeding program can better meet its objectives and contribute to the nutritional well-being of students.

4.4.4.2 Cultural factor

Cultural factors greatly impact the implementation of national school feeding guideline, as they shape food acceptance and familiarity in the school feeding programs as the community beliefs and norms on certain kinds of foods. One of the participants stated that;

"This food is provided in specific areas, but there are also designated places where it is prepared. A kitchen is a specific area, but in our primary schools due to the nature of our country, we never thought that children would eat in schools. Therefore, when a school is

built, it consists of classrooms, offices, and toilets but there is no specific kitchen" (Head of school 05)

Other participants stated that;

"But other factors also vary, in an urban environment, children are very particular about their food and often choose what they want, which is a challenge. Some parents even tell you that they want their child to have different meals on different days, rice on Monday, rice with meat on Tuesday, and chips on Wednesday." (Head of school 04)

Parents may prioritize their children's preferences over the nutritional guidelines established by the school feeding program, leading to potential conflicts between cultural expectations and program objectives

4.4.4.3 Economic factor

Economic factors significantly influence the implementation of national school feeding guideline which affect both the availability of resources and funding of the school feeding programs. Most of the local citizen face economic issues which lead them to not be able to fulfill their contribution of their children involved in the school feeding programs. One of the participants stated that;

"Contribution is indeed a challenge because there are some parents who are unable to afford it, today they manage but tomorrow they may not. This creates a challenge in direct implementation" (Teacher 05)

4.4.4.4 Social factor

Social factors like community involvement and parental support significantly influence the succession of guideline in school feeding programs. A high level of community involvement and parental support can enhance school feeding program sustainability and adherence to guideline in the school feeding programs. One of the participants stated that;

"Another challenge is that the community still does not understand the importance of children receiving food programs at schools. If the community were more aware even those

with low incomes would try to find ways to provide food. Thus, it is partly an issue of education, media should be broadly used to inform the community so that it is understood at the grassroots level" (Head of school 04)

Table 1: An illustration of line-by-line coding and development of themes

Code	Category	Theme
➢ Lack of knowledge ➢ Lack of clarity ➢ Lack of training ➢ Low adherence	Inadequate training and knowledge of the guideline	Limited awareness of the national school feeding
➢ Low interest ➢ Unwillingness ➢ Low detailed	Insufficient motivation regarding guideline adherence	
➢ Low income ➢ Economic instability ➢ Lack of proper income ➢ Insufficient budget	Financial constraint	Insufficient support and resources regarding the implementation of national school feeding guidelines
➢ Lack of dining halls ➢ Inadequate kitchen facilities to support meal preparation ➢ Insufficient storage space for food supplies	Inadequate infrastructure and equipment.	
➢ Low interaction ➢ Poor feedback system ➢ Inadequate tracking ➢ Low supervision	Non-existent channels for feedback	Minimal participation of students in the implementation of the guideline

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This study aimed to assess the implementation of national school feeding guidelines in Tanzania, specifically in public primary schools in Kinondoni Municipality, Dar es Salaam, and to identify the factors influencing their adherence to the guidelines. The main findings indicate that there is minimal student participation in the implementation of guidelines, limited awareness on the guideline by teachers and the school feeding committee, and insufficient support and resources regarding the implementation of guideline faced by the school feeding committee. Additionally, there are political, economic, social and cultural factors affecting the implementation of the guideline.

5.2 Minimal student participation regarding the implementation of national school feeding guidelines

The findings from the study on the implementation of national school feeding guidelines in Tanzania, particularly in public primary schools in Kinondoni Municipality, reveal significant challenges related to minimal student participation. This discussion focuses on two critical sub-themes: insufficient engagement of students' interests and non-existent channels for feedback. These issues not only hinder the effectiveness of the school feeding program but also impact the overall well-being and academic performance of the students.

5.2.1 Insufficient engagement of students' interests

The study found that the engagement of students in the planning and execution phases of the school feeding program was notably insufficient. As highlighted by a member of the school feeding committee, the decision-making processes were predominantly dominated by teachers and parents, effectively excluding students from participation. This exclusion is concerning, as research indicates that student engagement is closely linked to positive academic outcomes and social competence (57). When students are not actively involved in programs that directly affect their lives, they may not fully benefit from the intended

nutritional and educational outcomes of these initiatives (30).Similar findings have been reported in other contexts. For instance, a study conducted in Ethiopia emphasized the importance of involving students in school feeding programs, noting that their participation significantly enhances program effectiveness and student satisfaction (58). Additionally, research in Rwanda has shown that standardized school feeding programs that actively involve students lead to improved discipline and academic performance (59). In many Tanzanian schools, there is a traditional hierarchy that places teachers and administrators in positions of authority, often sidelining student voices in discussions about their needs and preferences. This dynamic can lead to a disconnect between the program's objectives and the actual experiences of students. As noted by Mkimbili (2022), the involvement of students in educational programs is often limited due to cultural norms that prioritize adult authority over student input(60) . The above studies underscore the necessity of fostering an inclusive environment where students feel valued and engaged in the processes that affect their nutrition and education.

There is an urgent need to develop strategies that actively involve students in the planning and execution of school feeding programs. This could include educational campaigns that inform students about the nutritional benefits of the meals provided and the importance of regular attendance. In conclusion, addressing students' insufficient engagement in implementing national school feeding guidelines in Tanzania requires a multifaceted approach that prioritizes student involvement and feedback. By creating a more inclusive and responsive framework for these programs, stakeholders can improve not only the nutritional status of students but also their academic performance and overall school experience.

5.2.2 Non-existent channels for feedback

The absence of effective feedback channels for students is another critical issue identified in the study. This significantly affects the implementation of the guideline by creating a disconnect between it’s objectives and the actual needs of the students. This gap can lead to dissatisfaction and disengagement, ultimately undermining the guideline's implementation. The importance of establishing feedback mechanisms is supported by various studies that

highlight the benefits of student input in school feeding initiatives. For example, research has shown that when students are given opportunities to provide feedback, it not only empowers them but also enhances the overall quality of the program (8). In the context of the current study, the absence of feedback channels meant that students could not voice their concerns about food quality and hygiene, as illustrated by the comments from students regarding their experiences with the new food items and the cleanliness of cooking areas.

In India, the implementation of the Midday Meal Scheme has faced similar issues, where students' voices were often overlooked, leading to dissatisfaction with the meals provided (61). This indicates that absence of effective feedback channels can hinder student engagement in the implementation of school feeding guideline across different contexts. A study in Ghana revealed that when students were not involved in providing feedback on meal quality and preferences, it resulted in lower consumption rates and increased food waste (62). This highlights the importance of establishing effective feedback mechanisms to ensure that the meals provided align with the students' tastes and nutritional needs which could lead to amend the guideline and manual of school feeding programs. In Ethiopia, the lack of timely feedback regarding the benefits of school feeding programs has been identified as a barrier to student engagement and participation (58). This highlights the need for educational planners to establish robust feedback systems that facilitate communication between students, teachers, and program administrators to ensure that the programs meet the needs and preferences of the students. Moreover, other studies have demonstrated that effective feedback systems can lead to improved program outcomes. For instance, a systematic review indicated that school feeding programs with established feedback mechanisms are more likely to meet the nutritional needs of students and enhance their academic performance (8). This highlights the critical need for schools in Kinondoni Municipality to implement structured feedback channels that allow students to express their opinions and experiences regarding the school feeding program.

To enhance the implementation of the National School Feeding Guideline, it is essential to establish effective feedback channels that allow students to voice their opinions and preferences. This could involve creating structured opportunities for students to provide

input, such as surveys, suggestion boxes, or focus group discussions. Engaging students in the feedback process can lead to improved implementation. In conclusion, addressing the minimal student participation in the implementation of guidelines in Tanzania requires a multifaceted approach. The findings of this study align with existing literature, which emphasizes the importance of student engagement and feedback in enhancing the effectiveness of school feeding programs. To improve the situation, it is essential to establish effective feedback channels, promote active student engagement, and ensure that students are included in the planning and execution of school feeding initiatives. By doing so, schools can create a more inclusive environment that not only meets the nutritional needs of students but also fosters their overall well-being and academic success. In conclusion, the absence of effective feedback channels in school feeding programs poses significant challenges to their implementation and success. Timely and constructive feedback is essential for fostering student engagement, adapting program strategies, and ensuring that the student needs are met. Educational planners and policymakers must prioritize the establishment of robust feedback mechanisms to enhance the effectiveness of school feeding programs, thereby improving educational outcomes and contributing to broader social and economic development goals.

5.3 Limited awareness on the national school feeding guideline by teachers and the school feeding committee

The assessment of the implementation of national school feeding guidelines in Tanzania, particularly in public primary schools located in Kinondoni Municipality, Dar es Salaam, has revealed a significant lack of awareness of these guidelines among teachers and members of the school feeding committee. This lack of awareness is characterized by two primary issues: inadequate training and knowledge of the guidelines, and insufficient motivation among participants to adhere to the guidelines.

5.3.1 Inadequate training on the guidelines

The findings indicate that teachers and school feeding committee members possess an insufficient understanding of the national school feeding guidelines, which severely hampers the effective implementation of the program.

This lack of training not only limits teachers' ability to adhere to the established guidelines but also results in inconsistent application of school feeding standards, ultimately affecting the quality of food provided and the overall management of the feeding program.

Research supports the notion that inadequate training can significantly impede the successful implementation of school feeding programs. For instance, a study by Wineman et al. (2022) emphasizes that a robust enabling environment, including proper training and knowledge dissemination, is essential for the success of school meal programs (62). Without adequate training, teachers may struggle to understand the requirements of the guidelines, leading to gaps in implementation and ultimately suboptimal outcomes for students. Globally, the issue of inadequate training is not unique to Tanzania. In various countries, the lack of professional development opportunities for teachers has been identified as a barrier to the successful implementation of educational programs, including school feeding initiatives. For example, a study in Ghana found that while school feeding programs positively impacted school enrollment and retention, the effectiveness of these programs was often undermined by insufficient training for teachers and staff (63). This aligns with findings from other regions, where inadequate training has been linked to poor educational outcomes and ineffective program delivery . In the Tanzania, many teachers and school administrators are not adequately trained on the operational aspects of school feeding programs. This gap in training can result in ineffective meal preparation, lack of nutritional diversity, and insufficient engagement with students regarding the benefits of the program. Rector et al. highlight that school feeding programs are intended to improve educational outcomes by enhancing school attendance and retention, particularly among disadvantaged groups. However, without proper training, educators may struggle to implement these programs effectively, leading to suboptimal results (64).

Insufficient training can hinder the development of effective monitoring and evaluation systems for school feeding programs. Gelli and Espejo emphasize the importance of building sustainable monitoring and evaluation systems to ensure that school feeding programs are responsive to the needs of students and communities. Without trained personnel to oversee these systems, programs may fail to adapt to changing circumstances

or to address the specific needs of the student population, leading to suboptimal outcomes (65). In conclusion, inadequate training on school feeding guidelines in Tanzania and other parts of the world poses significant challenges to the effective implementation of these programs. To enhance the success of school feeding guideline, it is crucial to invest in comprehensive training for educators and program implementers. By equipping them with the necessary skills and knowledge, stakeholders can improve the quality of program delivery, foster student engagement, and ultimately achieve better educational and nutritional outcomes.

5.3.2 Insufficient motivation regarding guideline adherence

Insufficient motivation among teachers and school feeding committee members further exacerbates the challenges in adhering to the national school feeding guidelines. Participants expressed a lack of ownership and responsibility towards the implementation of the guidelines. The importance of motivation in sustaining adherence to guidelines has been documented in various studies. Rocha et al. (2018) emphasized that motivation is a critical factor in the successful implementation of food and nutritional security policies in public schools (66). When teachers lack motivation, it can lead to indifference toward compliance with guidelines, jeopardizing the quality and efficacy of the school feeding program.

Globally, similar patterns can be observed in various countries. For instance, research in Namibia, Kenya, and Uganda has shown that health workers often lack intrinsic motivation to adhere to integrated management of childhood illness (IMCI) protocols due to a perceived lack of value in the guidelines themselves (67). This phenomenon is not limited to health services; it also extends to educational settings where adherence to guidelines is crucial for program success. In many cases, educators may not perceive the benefits of school feeding programs, leading to low motivation to implement them effectively. A study by Rector et al. highlights that while school feeding programs are designed to enhance educational outcomes, the lack of motivation among educators can lead to poor adherence to the guidelines, resulting in ineffective program delivery Rector et al. (2021). This situation is compounded by the fact that many teachers may not receive adequate training or support, which can further diminish their motivation to adhere to the guidelines (68). Moreover,

research conducted by (Phillips et al., 2020), which highlighted that recognition and support for educators play a vital role in fostering motivation and commitment to program adherence (42). The current study's findings suggest that without adequate support and acknowledgment of their roles, teachers may struggle to engage meaningfully with the guidelines, further diminishing the program's effectiveness.

In addition, the implications of inadequate motivation extend beyond the immediate context of school feeding programs. When educators are not motivated to adhere to guidelines, it can lead to a lack of engagement from students and parents, further diminishing the program's effectiveness. In conclusion, addressing the limited awareness on national school feeding guidelines among teachers and the school feeding committee in Tanzania necessitates targeted interventions. The findings of this study underscore the need for comprehensive training programs that enhance knowledge and understanding of the guidelines. Additionally, fostering motivation among teachers and committee members is essential to ensure their active participation in the implementation of school feeding initiatives. Drawing insights from related studies, it is evident that a multi-faceted approach, including training, support, and recognition, is crucial for enhancing guideline adherence and improving the overall effectiveness of school feeding programs in public primary schools.

5.4 Insufficient support and resources regarding the implementation of national school feeding guideline faced by the school feeding committee

The assessment of the implementation of national school feeding guidelines in Tanzania, particularly in public primary schools located in Kinondoni Municipality, Dar es Salaam, has highlighted significant challenges related to insufficient support and resources faced by the school feeding committee. This issue encompasses two key sub-themes: financial constraints and inadequate infrastructure and equipment, both of which critically hinder the effective execution of the feeding program.

5.4.1 Financial constraints

The findings reveal that financial constraints significantly impact the implementation of the national school feeding guidelines. The school feeding committees often struggle with

inadequate financial support, primarily due to the failure of some parents to adhere to agreed-upon contributions for food services. Insufficient finances cooperation leads to shortfalls in the school feeding program, resulting in disruptions to the quality of food provided and adherence to the guidelines.

In India, the Mid-Day Meal Scheme, one of the largest school feeding programs worldwide, has faced significant financial constraints that affect its implementation (8). Despite the program's success in improving enrollment and attendance rates, issues related to funding and resource allocation have hindered its effectiveness in reaching all eligible children. Similarly, in Ethiopia, financial limitations have been identified as a barrier to the successful implementation of school feeding programs, where inadequate funding has led to interruptions in meal provision and reduced program effectiveness (69). Research corroborates these findings, indicating that financial constraints are a common barrier to the successful implementation of school feeding programs. For instance, a study by Gelli et al. Gelli (2015) emphasizes that adequate funding is crucial for the sustainability and effectiveness of school feeding initiatives (70) . Similarly, Wineman et al (2022) highlight that financial support is essential for maintaining the quality and reach of school meal programs, particularly in low-income settings (62) . Without sufficient financial resources, school feeding committees may struggle to manage and distribute meals effectively, ultimately compromising the health and well-being of students.

In conclusion, financial constraints pose significant challenges to the effective implementation of school feeding programs in Tanzania and globally. To enhance the success of these initiatives, it is crucial for governments and stakeholders to prioritize sustainable funding mechanisms. By ensuring adequate financial support, school feeding programs can operate effectively, provide nutritious meals to students, and ultimately contribute to improved educational outcomes and overall student well-being.

5.4.2 Inadequate infrastructure and equipment

In addition to financial constraints, the study identified inadequate infrastructure and equipment as significant barriers to the effective implementation of the national school feeding guidelines. The absence of proper storage facilities, kitchens, and dining areas poses

serious challenges to food safety and preparation. Inadequate infrastructure not only affects the quality of food prepared but also increases the risk of contamination, thereby jeopardizing student health.

In Indonesia, Nova highlights that non-standard infrastructure problems are prevalent at the primary school level, where limited budgets and inadequate facilities hinder the learning experience (71). This lack of infrastructure not only affects the implementation of school feeding programs but also impacts overall educational quality. The absence of proper facilities can lead to a negative learning environment, which may discourage student attendance and participation in school feeding initiatives. In Ghana, inadequate facilities, such as lack of clean water and proper sanitation, have been linked to the effectiveness of school feeding programs (71). Schools in rural areas often rely on community contributions for infrastructure development, but these contributions are frequently insufficient to address the pressing needs of the schools. As a result, the quality of meals provided can suffer, and students may not receive the intended nutritional benefits. Research by Milledzi et al. Milledzi et al. (2017) emphasizes that adequate facilities are essential for the successful implementation of school feeding initiatives, as they directly influence the quality of food provided and the overall effectiveness of the program. Furthermore, the findings align with the work of Ayehu and Sahile (58), which highlights that inadequate infrastructure can lead to challenges in food preparation and distribution, ultimately affecting student participation and health outcomes

Poor infrastructure can lead to health risks for students, as inadequate facilities may not support safe food handling and preparation practices which can compromise food safety and quality, further undermining the implementation of the guideline. In conclusion, addressing the issue of insufficient support and resources faced by the school feeding committee in Tanzania requires a comprehensive approach. The findings of this study underscore the need for enhanced financial support, improved infrastructure, and stakeholder engagement to facilitate the effective implementation of national school feeding guidelines. Drawing insights from related studies, it is evident that a multi-faceted strategy, including increased funding, infrastructure development, and collaboration among stakeholders, is crucial for

overcoming these challenges and ensuring the sustainability and effectiveness of school feeding initiatives in public primary schools.

5.5 Existing factors affecting the implementation of national school feeding guideline

The implementation of national school feeding guidelines in Tanzania, particularly in public primary schools within Kinondoni Municipality, Dar es Salaam, is influenced by a myriad of factors that collectively shape the effectiveness of these programs. The identified factors. political, economic, social, and cultural present significant challenges to the successful realization of school feeding initiatives.

5.5.1 Political factors

The political context surrounding school feeding programs plays a crucial role in their implementation in Tanzania and other parts of the world. Political factors, including government commitment, policy frameworks, and the influence of key stakeholders, significantly affect the effectiveness and sustainability of these initiatives. In Tanzania, the political landscape has a direct impact on the prioritization of school feeding programs, which are essential for addressing malnutrition and improving educational outcomes.

Globally, the political context of school feeding programs varies significantly. For instance, in India, the Supreme Court mandated the provision of meals in government-assisted schools, which has led to substantial improvements in enrollment and attendance rates (72). This legal framework demonstrates how political decisions can create a supportive environment for school feeding initiatives. Conversely, in countries where political commitment is lacking, such as in some regions of sub-Saharan Africa, school feeding programs may face challenges related to funding, infrastructure, and stakeholder engagement (8). In Tanznaia, the government's policy of free education, while designed to improve access, paradoxically complicates the funding landscape for school feeding initiatives. As noted in the findings, many parents feel entitled to free meals under this policy, leading to reluctance in contributing financially. This sentiment echoes findings from other studies, such as those by Mendez and Sethi (2019), which highlight how misconceptions regarding free services can hinder community participation in educational

programs. In conclusion, the political context surrounding school feeding programs is a critical factor influencing their implementation in Tanzania and globally. Strong political commitment, effective policy frameworks, and the involvement of key stakeholders are essential for ensuring the success and sustainability of these initiatives. To enhance the effectiveness of school feeding programs, it is crucial for governments to prioritize these initiatives within their national development strategies, allocate adequate resources, and foster collaboration among various stakeholders.

5.5.2 Cultural factors

Cultural norms significantly influence the acceptance of school feeding programs. The study revealed that the lack of dedicated kitchen facilities in schools reflects a cultural oversight regarding food preparation in educational settings. Similar observations have been made in research conducted by Amani et al. (2021), which noted that cultural beliefs about food consumption directly affect school feeding initiatives. Ayehu and Sahile's research indicates that school feeding programs in Ethiopia have shown positive impacts on academic performance, but cultural factors still play a role in how these programs are received and implement (61). If the meals provided do not align with local tastes or cultural practices, students may be less likely to participate in the program. This suggests that school feeding programs must be culturally sensitive and adaptable to local preferences to ensure higher participation rates and effectiveness. Furthermore, the disparity in food preferences between urban and rural students complicates the implementation process, as urban families often demand diverse meal options. This finding is consistent with the work of Nkhata and Tanga (2020), who emphasized the importance of culturally relevant meal planning to ensure program acceptance. Moreover, the involvement of local communities in the design and implementation of school feeding programs can enhance their cultural relevance. Rector et al. emphasize the importance of multi-stakeholder approaches in developing effective school feeding programs in Tanzania (64). Engaging parents, local leaders, and community organizations can help ensure that the guideline reflect local dietary preferences and cultural practices, thereby increasing their acceptance and effectiveness.In conclusion, cultural factors significantly impact the implementation of school feeding guidelines in Tanzania

and globally. To enhance the effectiveness of these programs, it is essential for policymakers and program implementers to consider local dietary preferences, cultural beliefs, and community dynamics. By fostering culturally sensitive approaches and engaging local stakeholders, school feeding programs can better meet the nutritional needs of students while promoting healthy eating behaviors.

5.5.3 Economic factors

The economic context surrounding school feeding programs is a critical factor influencing the implementation of the guideline in Tanzania and other parts of the world. Economic conditions, including national budgets, funding sources, and local economic stability, significantly affect the availability and quality of school meals, which in turn impacts student participation and educational outcomes. Globally, the economic context of school feeding programs varies widely. In India, the Mid-Day Meal Scheme is one of the largest school feeding programs in the world, providing meals to millions of children. However, the program's success is contingent upon sustained government funding and economic support. Research indicates that economic downturns can lead to budget cuts in education, which may adversely affect the quality and reach of school feeding programs (73). Similarly, in countries like Ghana, financial limitations have been identified as a barrier to the effective implementation of school feeding programs, where inadequate funding has led to interruptions in meal provision and reduced program effectiveness (64). In Tanzania, the economic situation plays a pivotal role in the implementation of school feeding guideline. The government has made commitments to improve educational access and quality, but financial constraints often limit the resources available for school feeding initiatives. According to a study on the Secondary Education Development Program (SEDP), it has positively impacted student enrollment in Tanzania, but the sustainability of such programs is heavily reliant on adequate funding and economic stability. When economic resources are scarce, school feeding programs may face challenges in securing the necessary funding to provide consistent and nutritious meals to students (74).

In conclusion, the economic context surrounding school feeding programs in Tanzania and globally is a critical factor influencing their implementation and effectiveness. Adequate

funding, economic stability, and local engagement are essential for ensuring that these programs can provide consistent and nutritious meals to students. Policymakers must prioritize investments in school feeding initiatives as part of broader economic strategies to enhance educational outcomes and support community development.

5.5.4 Social factors

The social context surrounding school feeding programs plays a crucial role in the implementation of the guideline in Tanzania and other parts of the world. Social factors encompass community attitudes towards education, cultural beliefs about food, and the socio-economic status of families. These elements significantly influence the effectiveness and acceptance of school feeding initiatives, which are designed to improve nutrition and educational outcomes for children.

In countries like Brazil, Mexico, and Chile have developed large-scale school feeding programs that are well integrated into national social safety nets. These programs are often supported by strong governmental policies and have been linked to significant improvements in children's health and educational outcomes (75). In these regions, social factors such as urbanization and improved access to education have played a role in the success of feeding programs. Additionally, the involvement of the private sector and international organizations has helped to ensure that food delivery is regular and nutritious. In other parts of Sub-Saharan Africa, such as Ethiopia and Kenya, social factors such as gender inequality and ethnic diversity impact the implementation of school feeding programs. In some regions, food distribution may be skewed based on ethnic or gender lines, leading to disparities in access (70). Furthermore, the challenges of political instability, corruption, and logistical issues in remote areas often complicate the smooth functioning of these programs. In Tanzania, like many low-income countries, faces high levels of poverty. According to the World Bank, nearly 27% of Tanzanians live below the poverty line, which affects household food security and children's access to adequate nutrition (76). Families that are unable to provide sufficient food for their children are more likely to rely on school

feeding programs, making these initiatives critical for improving both nutrition and school attendance.

In conclusion, social factors significantly influence the implementation of school feeding guidelines in Tanzania and globally. Community attitudes towards education, cultural beliefs about food, and socio-economic conditions all play a role in shaping the effectiveness of these programs. To enhance the success of school feeding initiatives, policymakers and program implementers need to consider these social dynamics and engage local communities in the design and implementation process. By fostering social acceptance and addressing cultural preferences, school feeding programs can better meet the nutritional needs of students and contribute to improved educational outcomes.

5.6 Limitation and Mitigation

The study's nature may restrict its scope. Some people may be unwilling to share the information. To address the restrictions, the researcher conducted face-to-face guided interviews with specific individuals rather than groups of participants, including audio recordings of the conversations. The study collected data from a chosen group of kids under the age of 18, making consent harder to get. To mitigate this, Parents signed their agreement on their behalf to be interviewed.

Another limitation pertains to the willingness of participants to share information openly. Some individuals may have been reluctant to discuss their experiences or concerns regarding the school feeding program due to fear of repercussions or a lack of trust in the research process. To mitigate this limitation, the researcher conducted face-to-face guided interviews, which allowed for a more personal and confidential setting

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This study has generated some insights into the implementation of national school feeding guidelines in specifically in public primary schools located in Kinondoni municipality, Dar es Salaam.

This qualitative study examined the implementation status of national school feeding guidelines specifically in public primary schools in Kinondoni Municipality, Dar es Salaam. The findings reveal challenges such as insufficient support and resources for the school feeding committee, limited awareness of the guidelines among teachers and the committee, and minimal student participation in the feeding programs. Addressing these challenges requires collaborative efforts to enhance funding, provide targeted training, raise awareness, and promote student engagement. By overcoming these obstacles, stakeholders can improve the effectiveness and sustainability of school feeding programs in public primary schools, ultimately benefiting the well-being and academic outcomes of students in Tanzania.

6.2 Recommendations

Based on the study's findings, the following recommendations are proposed to enhance proper implementation of national school feeding guidelines specifically in public primary schools located in Kinondoni municipality, Dar es Salaam.

1. The Ministry of Education should develop targeted professional development programs for teachers, focusing on the practical aspects of implementing the National School Feeding Guideline. This should include workshops and resources that share best practices and address specific challenges teachers face in their roles.
2. Schools should conduct regular feedback sessions with students to gather their insights and experiences regarding the school feeding program. This feedback should be utilized to make necessary adjustments to the meals provided, ensuring they meet students' preferences and nutritional needs.

3. The Local Government should enhance the capacity of School Feeding Committees through training and resources. This includes equipping them with the skills needed to effectively manage school feeding programs and ensure adherence to the guidelines. Regular meetings should be organized to facilitate the exchange of ideas and address implementation challenges.
4. A comprehensive assessment should be conducted by the Ministry of Health and the Ministry of Education to identify barriers to the implementation of the National School Feeding Guideline. This assessment should inform strategic interventions that address these barriers, such as resource allocation, stakeholder engagement, and logistical support.
5. It is essential for local governments, educational institutions, and health agencies to collaborate closely. Joint initiatives should be developed to raise awareness about the importance of school feeding programs among all stakeholders, including parents and the community at large, ensuring their active involvement and support.
6. Future research should focus on the perspectives of various stakeholders involved in the school feeding program, including parents, teachers, students, and local government officials. Understanding the motivations, challenges, and expectations of these groups can provide a more comprehensive view of the factors influencing the implementation of the guidelines. Qualitative methods, such as focus group discussions and in-depth interviews, could be particularly effective in capturing these perspectives.

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7.0 APPENDICES:

7.1 Appendix I: Informed Consent

ID NO…..……

Introduction

Dear Participant,

Greetings! I appreciate you taking the time to meet with me today.

My name is ……., and I am from Muhimbili University of Health and Allied Sciences (MUHAS). On behalf of Muhas. I am conducting research in Kinondoni Municipality on the assessment of implementation of the National School Feeding Guidelines.

Purpose of the Study: The goal of the interview is to learn about how school feeding guidelines are being implemented in your area. You are being kindly asked to participate in this study because we believe you have specific knowledge that will aid the investigation.

Methods of the study: During the study, an interviewer will perform a detailed interview and record your responses. The interview will last roughly 35–45 minutes. Data will be collected at a single point, when we have ended our interview with you.

Procedure of the study: You will receive information to assist you decide whether or not to participate in the current study. You should be aware that you have the right to refuse to participate or withdraw at any time without affecting your relationship researcher. Please do not hesitate to ask questions about the study before or during your participation. I would be delighted to share our findings with you once the research is complete. However, your name will not be associated with the research findings in any way, and only the researchers will be aware of your identify as a participant. This is to protect your confidentiality as my informant.

The expected benefits: There are no direct rewards to your involvement, but the information you provide will assist schools in improving the implementation process of the school food Guidelines, thereby improving the school food program. Participation in the study is not likely to do any harm, and you are free to ask the interviewer questions at any moment.

Whom to contact: If you have any questions or concerns about this study, please contact the primary investigator, John Mboya (Msc.PMMEH) from MUHAS, P.O BOX 65001, Dar es Salaam, at 0716-189969. If you have any questions about your rights as participants, please contact my supervisor, Dr. Gladys Mahiti, at 0713-531412, MUHAS, PO Box 65001, Dar es Salaam, Tanzania. If you have any questions or concerns concerning your rights as a participant, please contact Dr. Nahya Mohamed, Director of MUHAS Research and Publication Committee, P.O. BOX 65001, Dar es Salaam, Tel. 255 222 150 302-6/252489.

I…….have read and understood this form, my questions have been answered, and I accept to participate in the study.
Please sign your consent with complete understanding of the nature and purpose of the operations.
You will be given a copy of this consent form to keep.

Signature of Participant…….
Date…….

Researcher's Signature…….
Date……

7.2 Appendix II: Fomu ya ridhaa

Namba ya Utambulisho…….

Utambulisho

Mpendwa Mshiriki,

Salamu! Ninakushukuru kwa kuchukua muda wako kukutana nami leo.

Naitwa ……, na natokea Chuo Kikuu cha Afya na Sayansi Shirikishi Muhimbili (MUHAS). Kwa niaba ya Muhas. Ninafanya utafiti katika Manispaa ya Kinondoni kuhusu tathmini ya utekelezaji wa Mwongozo wa Taifa wa Ulishaji Shuleni

Madhumuni ya Utafiti: Lengo la mahojiano ni kujifunza kuhusu jinsi miongozo ya ulishaji shuleni inatekelezwa katika eneo lako. Unaombwa kushiriki katika utafiti huu kwa sababu tunaamini una maarifa mahususi yatakayosaidia uchunguzi.

Mbinu za utafiti: Wakati wa utafiti, mhojiwa atafanya mahojiano ya kina na kurekodi majibu yako. Mahojiano yatadumu kwa takriban dakika 35-45. Data itakusanywa katika hatua moja, tutakapomaliza mahojiano yetu na wewe.

Utaratibu wa utafiti: Utapokea taarifa za kukusaidia kuamua kama utashiriki au kutoshiriki katika utafiti wa sasa. Unapaswa kufahamu kuwa una haki ya kukataa kushiriki au kujiondoa wakati wowote bila kuathiri mtafiti wako wa uhusiano. Tafadhali usisite kuuliza maswali kuhusu utafiti kabla au wakati wa kushiriki kwako. Nitafurahi kushiriki matokeo yetu na wewe mara tu utafiti utakapokamilika. Hata hivyo, jina lako halitahusishwa na matokeo ya utafiti kwa njia yoyote ile, na watafiti pekee ndio watafahamu kitambulisho chako kama mshiriki. Hii ni kulinda usiri wako kama mtoa taarifa wangu.

Faida: Hakuna malipo ya moja kwa moja kwa kuhusika kwako, lakini taarifa utakazotoa zitasaidia shule katika kuboresha mchakato wa utekelezaji wa Mwongozo wa chakula shuleni, na hivyo kuboresha mpango wa chakula shuleni. Kushiriki katika utafiti hakuwezi kuleta madhara yoyote, na uko huru kumuuliza mhoji maswali wakati wowote.

Mawasiliano: Kama utahitaji ufafanuzi zaidi juu ya utafiti huu usisite kuwasiliana na mtafiti mkuu John Mboya,mwanafunzi wa shahada ya uzamili ya sayansi ya menejimenti,

ufuatiliaji na tathimini ya miradi ya Afya(Msc.PMMEH) katika chuo kikuu cha afya na sayansi shirikishi Muhimbili S.L.P 65001,Dar es salaam au namba ya kiganjani 0716189969. Kama una swali juu ya haki zako unaweza kuwasiliana na Dk.Gladys Mahiti ambaye ni msimamizi,S.L.P 65001,chuo kikuu cha Afya na Sayansi shirikishi,Muhimbili Dar es salaam au namba 0713531412

Mimi……. nimesoma na kuelewa fomu hii, maswali yangu yamejibiwa, na ninakubali kushiriki katika utafiti.

Tafadhali saini kibali chako kwa uelewa kamili wa asili na madhumuni ya shughuli.

Utapewa nakala ya fomu hii ya idhini ili uitunze

.

Saini ya Mshiriki…….
Tarehe…….

Saini ya Mtafiti……..…

Tarehe…….…….

7.3 Appendix III: interview guide for students (English Version)

Demographic characteristic of Participants

A. School name: _____

B. Age: _____

C. Sex: _____

D. Class: _____

1. Please describe briefly the term "school feeding program"?

a) Probe on their understanding of the school feeding program

-Ask them if they are aware of the school feeding program and how it simply mean

b) Probe if they receive food services from the school feeding program in their school

-Ask them to specify the type of food services supplied by their schools.

2. What is your experience regarding the school feeding program in your school?

a) Probe about necessary needs when obtaining food services in their schools
b) Probe on the quality of meal given in their schools

-Ask what type of meal is consumed daily in school

-Ask how often are meals provided in school

3. In your experience, what are the essential requirements in Food Service and Nutrition in your school?

a) Probe their experiences regarding the essential requirements that should be met in terms of food service and nutrition in the school feeding program
b) Probe on how important do you think it is for the food provided to be nutritious

4. In your experience, what types of foods are usually served in your school?

a) Probe their experience with different types of foods that are usually served in the school feeding program
b) Probe their opinion on, what kinds of foods they think should be included to ensure a balanced diet.

- Ask if there are any specific foods that you enjoy or dislike in the program.

5. **In your experience, what are the standards that should be followed in providing food in the school feeding program?**
    a) Probe their experience with the standards for the quantity of food served in your school feeding program
    b) Probe their experience, if they think that the quantity of food provided is sufficient for all students
6. **In your experience, how do you think the quality of food in the school feeding program can be ensured**
    a) Probe their experiences on what measures are taken to ensure the quality and safety of the food in your school's feeding program
    b) Probe if there is any concerns or suggestions you have regarding food safety.

7. We are approaching the end of our conversation; please would you like to say anything else that was discussed but you think is important in the implementation of the National School Feeding Guideline

Thank you for your time and responses as they have been so helpful to my work

7.4 Appendix IV: Mwongozo wa Mahojiano kwa Mwanafunzi (Swahili Version)

Tabia za kidemografia za Washiriki

A. Jina la Shule: _____

B. Umri: _____

C. Jinsia: _____

D. Darasa: _____

1. Tafadhali elezea kwa ufupi neno "programu ya lishe shuleni"?

a) Dadisi kuhusu ufahamu wao wa programu ya lishe shuleni

- Uliza ikiwa wanafahamu programu ya lishe shuleni na ina maana gani kwa urahisi

b) Dadisi ikiwa wanapokea huduma ya chakula kupitia programu ya lishe shuleni katika shule yao

- Uliza waeleze aina gani ya huduma ya chakula inayotolewa katika shule zao

2. Je, una uzoefu gani kuhusu programu ya lishe shuleni katika shule yako?

a) Dadisi kuhusu mahitaji muhimu wanapopata huduma ya chakula katika shule zao

b) Dadisi kuhusu ubora wa chakula kinachotolewa katika shule zao

- Uliza ni aina gani ya chakula wanachokula kila siku shuleni

- Uliza ni mara ngapi chakula kinatolewa shulen

3. Katika uzoefu wako, ni mahitaji gani muhimu katika Huduma ya Chakula na Lishe katika shule yako?

a) Dadisi uzoefu wao kuhusu mahitaji muhimu ambayo yanafaa kutimizwa katika suala la huduma ya chakula na lishe katika programu ya ulishaji shuleni.

b)jinsi unavyofikiri ni muhimu kwa chakula kinachotolewa kuwa na lishe

4. Katika uzoefu wako, ni aina gani ya vyakula vinavyotolewa kwa kawaida katika shule yako?a) Dadisi uzoefu wao na aina tofauti za vyakula ambavyo kwa kawaida hutolewa katika mpango wa kulisha shuleni

b) Dadisi maoni yao, ni aina gani ya vyakula wanafikiri vinapaswa kujumuishwa ili kuhakikisha lishe bora.

- Uliza kama kuna vyakula maalum ambavyo unafurahia au hupendi katika programu.

5. Katika uzoefu wako, ni viwango gani vinavyopaswa kufuatwa katika kutoa chakula katika programu ya kulisha shuleni?

a) Dadisi uzoefu wao na viwango vya wingi wa chakula kinachotolewa katika programu yako ya kulisha shuleni

b) Dadisi tajriba yao, ikiwa wanadhani kwamba kiasi cha chakula kinachotolewa kinatosha kwa wanafunzi wote

6. Katika uzoefu wako, unadhani ubora wa chakula katika programu ya kulisha shuleni unaweza kuhakikishwa vipi

a) Dadisi uzoefu wao kuhusu hatua zinazochukuliwa ili kuhakikisha ubora na usalama wa chakula katika mpango wa ulishaji wa shule yako.

b) Dadisi ikiwa kuna wasiwasi wowote au mapendekezo uliyo nayo kuhusu usalama wa chakula.

7. Tunakaribia mwisho wa mazungumzo yetu; tafadhali ungependa kusema lolote lingine lililojadiliwa lakini unaona ni muhimu katika utekelezaji wa Mwongozo wa Taifa wa Kulisha Shuleni.

Asante kwa muda wako na majibu kwani yamekuwa msaada sana kwa kazi yangu

7.5 Appendix V: interview guide for teachers/ head of school (English version)

Demographic characteristic of Participants

A. School name: _____

B. Age: _____

C. Sex: _____

D. Educational level: _____

1. Please describe briefly the term "school feeding program"?

a) Probe their understanding of the school feeding program

-Ask them if they are aware of the school feeding program and what it simply means.

b) Probe if they receive food services from the school feeding program in their school

-Ask them to specify the type of food services supplied by their schools.

2. What is your experience regarding the school feeding program in your school?

a) Probe about necessary needs when obtaining food services in their schools

b) Probe on the quality of meal given in their schools

-Ask what type of meal is consumed daily in school

-Ask how often are meals provided in school

3. In your opinion what is your experience with the implementation of school feeding guideline?

a) Probe their understanding of national school feeding guideline

b) Probe on different types of contributions that are made for student meals

-Ask about the kind of contributions that typically take place

-Ask about the benefits and challenges associated with each type of contribution

c) Probe on the procedures involved in the school food service system

-Ask how are their meals planned, prepared, and served in the school

-Ask if there any specific guidelines or regulations that need to be followed in the process

d) Probe on a system for keeping records of contributions

-Ask about the system that schools have in place for keeping records of contributions

-Ask what information is typically recorded, and how is it organized

-Ask how is this information used in the management of school meals

4. In your opinion, what is your experience with Quality control and food safety

a) Probe on measures is taken to ensure the quality and safety of the food served in schools
b) Probe on guidelines or protocols that need to be followed
c) Probe on how is food storage and preparation handled to maintain cleanliness and safety

5**. In your opinion, what is your experience with standards and appropriate quantity of school meals**

a) Probe on standards and guidelines for providing school meals
b) Probe how are these standards determined, and who is responsible for ensuring they are met
c) Probe on how do you determine the appropriate quantity of food to be served to students

6. Please elaborate on what factors influence the national school feeding guideline to be implemented.

a) Probe on challenges in implementation of national school feeding guideline

-Ask about quality and type of meal

-Ask for supervision while obtaining food

-Ask about the type of contribution for meals

b) Probe on facilitators on implementation of national school feeding guideline

-Ask about the supervision system

-Ask about local/ community contribution

7. In your opinion, what role should the school feeding committees play in supporting the successful implementation of the national school feeding guideline?

a) Probe their understanding of roles played by the school feeding committee

b) Probe their understanding of what roles played by the school feeding committee to ensure the effective implementation of the national school feeding guideline

8. **In your opinion what would you like to recommend to improve the implementation of national school feeding guideline in your school**

a) Probe on the area of improvement

b) Probe their suggestion for implementation

9. We are approaching the end of our conversation; please would you like to say anything else that was discussed but you think is important in the implementation of the National School Feeding Guideline

Thank you for your time and responses as they have been so helpful to my work

7.6 Appendix VI: Mwongozo wa Mahojiano kwa walimu/ wakuu wa shule (swahili version)

Tabia za kidemografia za Washiriki

A. Jina la Shule: _____

B. Umri: _____

C. Jinsia: _____

D. Kiwango cha Elimu: _____

1. Tafadhali elezea kwa ufupi neno "programu ya lishe shuleni"?

a) Dadisi kuhusu ufahamu wao wa programu ya lishe shuleni

- Uliza ikiwa wanafahamu programu ya lishe shuleni na ina maana gani kwa urahisi

b) Dadisi ikiwa wanapokea huduma ya chakula kupitia programu ya lishe shuleni katika shule yao

- Uliza waeleze aina gani ya huduma ya chakula inayotolewa katika shule zao

2. Je, una uzoefu gani kuhusu programu ya lishe shuleni katika shule yako?

a) Dadisi kuhusu mahitaji muhimu wanapopata huduma ya chakula katika shule zao

b) Dadisi kuhusu ubora wa chakula kinachotolewa katika shule zao

- Uliza ni aina gani ya chakula wanachokula kila siku shuleni

- Uliza ni mara ngapi chakula kinatolewa shuleni

3. Kwa maoni yako, uzoefu wako ni upi kuhusu utekelezaji wa mwongozo wa kitaifa wa lishe shuleni?

a) Dadisi kuhusu ufahamu wao kuhusu mwongozo wa kitaifa wa lishe shuleni

b) Dadisi aina tofauti za michango inayotolewa kwa ajili ya chakula cha wanafunzi:

- Uliza ni aina gani ya michango inayofanyika kawaida

- Uliza kuhusu faida na changamoto zinazohusiana na kila aina ya mchango

c) Dadisi taratibu zinazohusika katika mfumo wa huduma ya chakula shuleni:

- Uliza jinsi chakula kinavyopangwa, kuandaliwa, na kutolewa katika shule

- Uliza ikiwa kuna mwongozo au kanuni maalum zinazopaswa kufuatwa katika mchakato huo

d) Dadisi mfumo wa kuhifadhi rekodi za michango:

- Uliza ni mfumo gani shule zinao katika kuhifadhi rekodi za michango
- Uliza ni habari gani kawaida hurekodiwa, na jinsi gani zinavyopangwa
- Uliza jinsi habari hii inavyotumika katika usimamizi wa chakula shuleni

4. Kwa maoni yako, Upi ni uzoefu wako kuhusu udhibiti wa ubora na usalama wa chakula:

a) Dadisi hatua zinazochukuliwa kuhakikisha ubora na usalama wa chakula kinachotolewa shuleni

b) Dadisi mwongozo au itifaki zinazopaswa kufuatwa

c) Dadisi jinsi uhifadhi na maandalizi ya chakula yanavyoshughulikiwa ili kudumisha usafi na usalama.

5. Kwa maoni yako, Upi ni uzoefu wako kuhusu viwango na kiasi sahihi cha chakula cha shule:

a) Dadisi viwango na mwongozo wa kutoa chakula shuleni

b) Dadisi jinsi viwango hivi vinavyopangwa, na ni nani anayewajibika kuhakikisha vinazingatiwa

c) Dadisi jinsi kiasi sahihi cha chakula kinachotolewa kwa wanafunzi kwa kuzingatia mahitaji yaao

6. Ni mambo gani yanayoathiri utekelezaji wa mwongozo wa kitaifa wa lishe shuleni?

a) Dadisi kuhusu changamoto katika utekelezaji wa mwongozo wa kitaifa wa lishe shuleni

- Dadisi kuhusu ubora na aina ya chakula
- Dadisi kuhusu usimamizi wakati wa kupata chakula
- Dadisi kuhusu aina ya mchango

7. Kwa maoni yako, mwalimu anapaswa kuchukua jukumu gani katika kusaidia utekelezaji wa mwongozo wa kitaifa wa lishe shuleni?

a) Dadisi uelewa wao wa majukumu yanayotekelezwa na kamati ya lishe shuleni

b) Dadisi uelewa wao wa majukumu ya mwalimu shuleni ili kuhakikisha utekelezaji mzuri wa miongozo ya kitaifa ya lishe shuleni.

8. Kwa maoni yako nini kifanyike kuboresha utekelezaji wa mwongozo wa kitaifa wa lishe shuleni kwa:

a) Dadisi maeneo yanayohitaji kuboreshwa

b) Dadisi mapendekezo yao kuhusu utekelezaji

9. Tunakaribia mwisho wa mazungumzo yetu; tafadhali ungependa kusema lolote lingine lililojadiliwa lakini unaona ni muhimu katika utekelezaji wa Mwongozo wa Taifa wa Kulisha Shuleni.

Asante kwa muda wako na majibu kwani yamekuwa msaada sana kwa kazi yangu

7.7 Appendix VII: Interview guide for school feeding committee (English version)

Demographic characteristic of Participants

A. School name: _____

B. Age: _____

C. Sex: _____

D. Position: _____

E. Education level: _____

1. Please describe briefly the term "school feeding program"?

a) Probe their understanding of the school feeding program

-Ask them if they are aware of the school feeding program and what it simply means.

b) Probe if they receive food services from the school feeding program in their school

-Ask them to specify the type of food services supplied by their schools.

2. What is your experience regarding the school feeding program in your school?

a) Probe about necessary needs when obtaining food services in their schools

b) Probe on the quality of meal given in their schools

-Ask what type of meal is consumed daily in school

-Ask how often are meals provided in school

3. In your opinion what is your experience on the implementation of school feeding guideline?

a) Probe their understanding of national school feeding guideline

b) Probe on different types of contributions that are made for student meals

-Ask about the kind of contributions that typically take place

-Ask about the benefits and challenges associated with each type of contribution

c) Probe on the procedures involved in the school food service system

-Ask how are meals planned, prepared, and served in the school.

-Ask if there are any specific guidelines or regulations that need to be followed in the process.

d) Probe on a system for keeping records of contributions

-Ask about system that schools have in place for keeping records of contributions

-Ask what information is typically recorded, and how is it organized

-Ask how is this information used in the management of school meals

e) Probe on health and nutrition services

-Ask what measures are taken to ensure the health and nutrition of the students in the feeding program

-Ask what specific health regulations or guidelines the service providers need to follow

-Ask about the health and hygiene of the food preparation area and the service providers maintained

4. In your opinion, what is your experience on the source of food availability?

a) Probe on different sources from which your school obtains food for the feeding program

b) Probe on the reliable supply of food for the students

c)Probe on challenges or limitations in accessing food from these sources

5. In your opinion, what is your experience on the Payment of allowances for service providers

a) Probe how are the allowances determined for the service providers involved in the school feeding program
b) Probe on criteria or guidelines for calculating and disbursing these allowances
c) Probe on challenges or issues related to the payment of allowances

6. Please elaborate on what factors influence the national school feeding guidelines to be implemented.

a) Probe on challenges in implementation of national school feeding guideline

-Ask about quality and type of meal

-Ask for supervision while obtaining food

-Ask about the type of contribution for meals

b) Probe on facilitators on implementation of national school feeding guideline

-Ask about the supervision system

-Ask about local/ community contribution

7. In your opinion, what role should the school feeding committees play in supporting the successful implementation of the national school feeding guideline?

a) Probe their understanding of roles played by the school feeding committee

b) Probe their understanding of what roles played by the school feeding committee to ensure the effective implementation of the national school feeding guideline

8. In your opinion what would you like to recommend to improve the implementation of national school feeding guideline in your school

a) Probe on the area of improvement

b) Probe their suggestion for implementation

9. We are approaching the end of our conversation; please would you like to say anything else that was discussed but you think is important in the implementation of the National School Feeding Guideline

Thank you for your time and responses as they have been so helpful to my work

7.8 Appendix VIII: Mwongozo wa Mahojiano kwa Kamati ya Lishe ya Shule (Kiswahili Version).

Tabia za Kidemografia za Washiriki

A. Jina la Shule: _____

B. Umri: _____

C. Jinsia: _____

D. Nafasi: _____

E. Kiwango cha Elimu: _____

1. Tafadhali elezea kwa ufupi neno "programu ya lishe shuleni"?

a) Dadisi kuhusu ufahamu wao wa programu ya lishe shuleni

- Uliza ikiwa wanafahamu programu ya lishe shuleni na ina maana gani kwa urahisi

b) Dadisi ikiwa wanapokea huduma ya chakula kupitia programu ya lishe shuleni katika shule yao

- Uliza waeleze aina gani ya huduma ya chakula inayotolewa katika shule zao

2. Je, una uzoefu gani kuhusu programu ya lishe shuleni katika shule yako?

a) Dadisi kuhusu mahitaji muhimu wanapopata huduma ya chakula katika shule zao

b) Dadisi kuhusu ubora wa chakula kinachotolewa katika shule zao

- Uliza ni aina gani ya chakula wanachokula kila siku shuleni

- Uliza ni mara ngapi chakula kinatolewa shuleni

3. Kwa maoni yako, uzoefu wako ni upi kuhusu utekelezaji wa mwongozo wa kitaifa wa lishe shuleni?

a) Dadisi kuhusu ufahamu wao kuhusu mwongozo wa kitaifa wa lishe shuleni

b) Dadisi aina tofauti za michango inayotolewa kwa ajili ya chakula cha wanafunzi:

- Uliza ni aina gani ya michango inayofanyika kawaida

- Uliza kuhusu faida na changamoto zinazohusiana na kila aina ya mchango

c) Dadisi taratibu zinazohusika katika mfumo wa huduma ya chakula shuleni:

- Uliza jinsi chakula kinavyopangwa, kuandaliwa, na kutolewa katika shule

- Uliza ikiwa kuna mwongozo au kanuni maalum zinazopaswa kufuatwa katika mchakato huo

d) Dadisi mfumo wa kuhifadhi rekodi za michango:

- Uliza ni mfumo gani shule zinao katika kuhifadhi rekodi za michango

- Uliza ni habari gani kawaida hurekodiwa, na jinsi gani zinavyopangwa

- Uliza jinsi habari hii inavyotumika katika usimamizi wa chakula shuleni

e) Dadisi Kuhusu huduma za afya na lishe:

- Uliza ni hatua gani zinachukuliwa kuhakikisha afya na lishe ya wanafunzi katika programu ya chakula

- Uliza kama kuna kanuni au mwongozo maalum wa afya ambao watoa huduma wanapaswa kufuata?

- Uliza jinsi usafi na afya ya eneo la maandalizi ya chakula na watoa huduma hulindwa na kudumishwa.

4. Kwa maoni yako, Upi ni uzoefu wako kuhusu upatikanaji wa chakula:

a) Dadisi juu ya vyanzo tofauti ambavyo shule yako inapata chakula kwa ajili ya programu ya chakula?

b) Dadisi juu ya usambazaji wa kuaminika wa chakula kwa wanafunzi.

c) Dadisi juu ya changamoto au vikwazo katika kupata chakula kutoka vyanzo hivi.

5.Kwa maoni yako, Upi ni uzoefu wako kuhusu malipo ya posho kwa watoa huduma:

a) Dadisi jinsi posho zinavyopangwa kwa watoa huduma wanaohusika katika programu ya chakula shuleni.

b) Dadisi kuhusu vigezo au mwongozo wa kuhesabu na kusambaza posho hizo.

c) Dadisi juu ya changamoto au masuala yanayohusiana na malipo ya posho.

6. Ni mambo gani yanayoathiri utekelezaji wa mwongozo wa kitaifa wa lishe shuleni?

a) Dadisi kuhusu changamoto katika utekelezaji wa mwongozo wa kitaifa wa lishe shuleni

- Dadisi kuhusu ubora na aina ya chakula

- Dadisi kuhusu usimamizi wakati wa kupata chakula

- Dadisi kuhusu aina ya mchango

7. Kwa maoni yako, kamati za lishe shuleni zinapaswa kuchukua jukumu gani katika kusaidia utekelezaji wa mwongozo wa kitaifa wa lishe shuleni?

a) Dadisi uelewa wao wa majukumu yanayotekelezwa na kamati ya lishe shuleni

b) Dadisi uelewa wao wa majukumu ya kamati ya lishe shuleni ili kuhakikisha utekelezaji mzuri wa miongozo ya kitaifa ya lishe shuleni.

8. Kwa maoni yako nini kifanyike kuboresha utekelezaji wa mwongozo wa kitaifa wa lishe shuleni kwa:

a) Dadisi maeneo yanayohitaji kuboreshwa

b) Dadisi mapendekezo yako kuhusu utekelezaji

9. Tunakaribia mwisho wa mazungumzo yetu; tafadhali ungependa kusema lolote lingine lililojadiliwa lakini unaona ni muhimu katika utekelezaji wa Mwongozo wa Taifa wa Kulisha Shuleni.

Asante kwa muda wako na majibu kwani yamekuwa msaada sana kwa kazi yangu

7.9 Appendix IX: Ethical clearance letter

UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES

OFFICE OF THE DIRECTOR – RESEARCH, PUBLICATIONS AND INNOVATIONS

Ref. No.DA.282/298/01.C/2228 Date: 08/05/2024

MUHAS-REC-05-2024-2228
JOHN .B. MBOYA
SHOOL OF PUBLIC HEALTH AND SOCIAL SCIENCES
MUHAS

RE: APPROVAL FOR ETHICAL CLEARANCE FOR A STUDY TITLED: ASSESSMENT OF THE IMPLEMENTATION OF NATIONAL SCHOOL FEEDING GUIDELINE IN TANZANIA: A CASE OF PUBLIC PRIMARY SCHOOLS LOCATED IN KINONDONI MUNICIPALITY, DAR ES SALAAM

Reference is made to the above heading,

I am pleased to inform you that the Chairperson has on behalf of the University Senate, approved ethical clearance of the above-mentioned study, on recommendations of the Senate Research and Publications Committee meeting accordance with MUHAS research policy and Tanzania regulations governing human and animal subjects research.

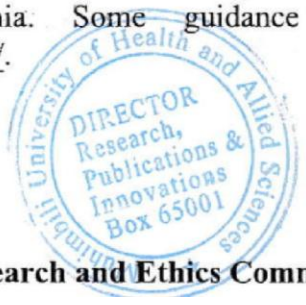
APPROVAL DATE: 08/05/2024
EXPIRATION DATE OF APPROVAL: 08/05/2025

STUDY DESCRIPTION:
Purpose:
The purpose of this case study is to assess the implementation of Nation school feeding guideline in Kinondoni Municipality, Dar es salaam

The approved protocol and procedures for this study is attached and stamped with this letter, and can be found in the link provided: https://irb.muhas.ac.tz/storage/Certificates/Certificate%20-%2015570.pdf and in the MUHAS archives.

The PI is required to:

1. Submit bi-annual progress reports and final report upon completion of the study.
2. Report to the IRB any unanticipated problem involving risks to subjects or others including adverse events where applicable.
3. Apply for renewal of approval of ethical clearance one (1) month prior its expiration if the study is not completed at the end of this ethical approval. You may not continue with any research activity beyond the expiration date without the approval of the IRB. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration date.
4. Obtain IRB amendment (s) approval for any changes to any aspect of this study before they can be implemented.
5. Data security is ultimately the responsibility of the investigator.
6. Apply for and obtain Data Transfer Agreement (DTA) from NIMR if data will be transferred to a foreign country.
7. Apply for and obtain Material Transfer Agreement (MTA) from NIMR, if research materials (samples) will be shipped to a foreign country.
8. Apply for and obtain permission to publish the results from National Institute for Medical Research. The application should be before submitting to a publisher and not concurrently through the email publications@nimr.or.tz.
9. Any researcher, who contravenes or fail to comply with these conditions, shall be guilty of an offence and shall be liable on conviction to a fine as per NIMR Act No. 23 of 1979, PART III section 10 (2)
10. The PI is required to ensure that the findings of the study are disseminated to relevant stake holders.
11. PI is required to be versed with necessary laws and regulatory policies that govern research in Tanzania. Some guidance is available on our website https://drp.muhas.ac.tz/.



Dr. Nahya Salim Masoud,
Chairperson, MUHAS Research and Ethics Committee

7.10 Appendix 10: Permission letter

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA KINONDONI

Unapojibutafadhalitaja:
KUMB NA: DA.281/473/1 **Tarehe 28 Mei, 2024**

Afisa Elimu Kata,
Kata ya Mbezi Beach, Kawe na Kunduchi,
MANISPAA YA KINONDONI.

YAH: **UTAMBULISHO WA NDUGU JOHN B. MBOYA**

Husikeni na mada tajwa hapo juu,

2. Barua yenye Kumb. Na. HB.345/49 ya tarehe 28 Mei, 2024 ya kibali cha utafiti kuhusu ***"Assesment of Implementation of National Schools feeding guideline; A case of Public Primary located in Kinondoni Municipal ".*** Hususani Katika shule ya Msingi Mbezi Juu, Mbezi Ndumbwi, Pius Msekwa, Kunduchi, Tegeta, Kawe A, Kawe B, Ukwamani na Tumaini kuanzia tarehe ya barua hii hadi tarehe 08 Mei, 2025.

3. Kwa barua hii namtambulisha kwenu mtajwa hapo juu na pia apewe ushirikiano atakapofika katika Kata yako na shule alizopangiwa. Kibali hiki kisiathiri ratiba ya ufundishaji na ujifunzaji shuleni.

Nawatakia utekelezaji mwema,

.....

Deograsia A. Mapunda
Kny: **MKURUGENZI WA MANISPAA**

Nakala: -Mkurugenzi wa Manispaa ya Kinondoni. – Aione kwenye jalada

Mwalimu Mkuu shule ya Msingi Mbezi Juu, Mbezi Ndumbwi, Pius Msekwa, Kunduchi, Tegeta, Kawe A, Kawe B, Ukwamani na Tumaini – kibali kimetolewa

John B. Mboya – Chuo Kikuu cha Tiba na Sayansi Shirikishi Muhimbili – kibali kimetolewa

Barua zote zitumwe kwa Mkurugenzi wa Manispaa Manispaa ya Kinondoni, S.L.P. 31902, 2 Barabara ya Morogoro, 14883 Dar es Salaam, Unaweza pia kuwasiliana nasi kwa Simu: +255 2170173 Nukushi: 2172606, Barua pepe – *info@kinondonimc.go.tz*

JAMHURI YA MUUNGANO WA TANZANIA

Ofisi ya Rais

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu: 2203156/58
Fa: +25522203213
Tovuti: www.dsm.go.tz
Barua Pepe: ras@dsm.go.tz
Unapojibu Tafadhali taja:

OFISI YA MKUU WA MKOA
3 Barabara ya Rashidi Kawawa,
S. L. P. 5429,
12880 - DAR ES SALAAM.

Kumb. Na. EA.260/307/01B/16

17 Mei, 2024

Mkurugenzi Manispaa
Kinondoni,
DAR ES SALAAM.

YAH: UTAFITI "Assessiment of implementation of National school feeding guideline; A case of public primary schools located in Kinondoni Municipality, Dar es Salaam"

Tafadhali husika na kichwa cha habari hapo juu.

2. *Ofisi ya Mkuu wa Mkoa wa Dar es Salaam inautambulisha utafiti tajwa hapo juu ambao umeombewa kibali kutoka Chuo Kikuu cha Tiba na Sayansi Shirikishi Muhimbili (MUHAS kumb. Na:HD/MUH/T.581/2022). Utafiti unafanywa na* **Mwanachuo John B. Mboya** *wa shahada ya uzamili katika usimamizi wa miradi, ufuatiliaji na tathimini katika Afya kuanzia tarehe* **08 Mei, 2024 hadi 08 Mei, 2025.**

3. *Utafiti utafanyika katika Manispaa ya Kinondoni kwenye baadhi ya Shule za Msingi za Serikali. Mtafiti ataangalia eneo la huduma ya Chakula katika Shule na utekelezaji wa muongozo wa kitaifa wa lishe katika Shule wa mwaka 2021. Mtafiti atafanya mahojiano na Mkuu wa Shule, Waalimu, Wanafunzi na Kamati ya Lishe ya Shule husika kuangalia kama kuna utekelezaji wa muongozo wa Kitaifa wa Lishe wa mwaka 2021.*

5. *Lengo la utafiti ni kukidhi matakwa ya mtaala wa masomo na kutathimini utekelezaji wa muongozo wa kitaifa wa lishe wa mwaka 2021 katika Shule za Msingi za Serikali.*

Kwa barua hii, **Mtafiti John B. Mboya** *amepewa kibali cha kufanya utafiti kwa kuwa yeye mwenye dhamana ya kuusimamia.*

Nashukuru kwa ushirikiano.

Dkt. Mohamedi Mang'una
Kny: **KATIBU TAWALA WA MKOA**
DAR ES SALAAM

Ila: Katibu Tawala Mkoa,
DAR ES SALAAM – Aione katika jalada

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS,
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MANISPAA YA KINONDONI

Unapojibu tafadhali taja:

Kumb. Na. HB.345/49

Tarehe: 28 May, 2024

Mkuu wa Divisheni,
Divisheni ya Elimu Msingi,
S.L.P 31902,
DAR ES SALAAM.

YAH: KIBALI CHA KUFANYA UTAFITI

Kichwa cha habari hapo juu cha husika.

2. Ofisi ya Mkurugenzi imepokea barua toka Ofisi ya Katibu Tawala Mkoa isiyo na Kumbukumbu Namba ya tarehe **17 Mei, 2024** ikitambulisha kwa ajili ya kufanya utafiti.

3. Kwa barua hii, *Kibali kimetolewa cha kufanya utafiti* kuhusu ***"Assesment of Implementation of National Schools Feeding Guideline; A case of Public Primary Schools Located in Kinondoni Municipality, Dar es salaam"*** *Kutoka katika* ***Chuo Kikuu cha Tiba na Sayansi Shirikishi Muhimbili*** *utafiti huu Utafanyika* ***08 Mei, 2024*** *mpaka* ***08 Mei, 2025.***

4. Nawasilisha.

Maria Masimbusi
Kny: MKURUGENZI WA MANISPAA

Nakala:

- Mkurugenzi wa Manispaa - **Aione kwenye jalada**
- Ndg. John B. Mboya - Kwa Taarifa

*Barua zote zitumwe kwa **Mkurugenzi wa Manispaa** Manispaa ya Kinondoni, S.L.P. 31902, 2 Barabara ya Morogoro, 14883 Dar es Salaam, Unaweza pia kuwasiliana nasi kwa Simu: +255 2170173 Nukushi: 2172606, Barua pepe – info@kinondonimc.go*