



# Lishe Shuleni Project

# FACTSHEET

## PROJECT BACKGROUND

Despite progress in policy development, Tanzania's school feeding programs still face significant implementation challenges, particularly in delivering nutritionally adequate meals. Although **96% of public primary schools provide meals**, these often rely on monotonous staples like maize and beans, which lack essential micronutrients. As a result, 25% of school-aged children remain stunted, with over one-third experiencing vitamin A deficiency or anemia.

To address this, GAIN is implementing the Lishe Shuleni project a 12-month initiative aligned with Tanzania's **National School Feeding Guidelines (2020)** and the **National Multisectoral Nutrition Action Plan II (NMNAP II 2022/23–2025/26)**. The project builds on lessons from previous nutrition interventions and aims to increase access to and consumption of fortified and biofortified foods in school meals.



## COVERAGE AND TARGET POPULATION

Kagera Region



**54** Schools



The project targets **three districts in Kagera Region** (*Bukoba DC, Muleba DC & Missenyi DC*), reaching approximately **34,200 students across 54 schools—36 primary and 18 secondary**. Each participating school has a minimum enrolment threshold (**≥550 in primary, ≥800 in secondary**). The project also works with **40 small and medium millers, 200 parents, and local government officials** in education, health, and agriculture sectors.

## PROJECT OBJECTIVES



## STRATEGIC APPROACH

Lishe Shuleni applies a systems-oriented, multi-stakeholder approach that bridges production, procurement, and consumption:

-  Leverages **existing government policies and delivery platforms**
-  Facilitates structured **school-to-miller market linkages**
-  Promotes **school-led HIB production** and diversified school gardens
-  Implements **nutrition education campaigns** for students and parents
-  Strengthens **government ownership** and supervision through joint monitoring
-  Integrates a **digital School Feeding Dashboard** within national systems to enhance real-time data collection and accountability

## PROJECT COMPONENTS / ELEMENTS

### 1. School Meals Improvement



- Strengthen market linkages to improve the supply fortified maize flour across school feeding programs through **pre-qualified SME millers**.
- Integrate biofortified crops (especially High Iron Beans), Orange Fresh Sweet Potatoes (OFSP), Pro Vitamin A maize, into school menus.

### 3. Community Engagement and Capacity Building



- **Train 200 parents as HIB** lead demo farmers with seed capital.
- **Reach 3,000 community members** with nutrition and diet diversification education.
- Implement Healthy Eating Campaigns targeting both students and caregivers.

### 2. School-Based Agriculture



- Establish vegetable gardens in **80% of schools**.
- Support HIB grain production, Orange Fresh Sweet Potatoes (OFSP), Pro Vitamin A in all **90 schools**.

### 4. Strengthening Market Systems



- **Support 40 SME millers** with compliance and e-Procurement registration.
- Foster reliable supply chains for fortified maize flour.

### 5. Governance and Policy Reinforcement



- **Train 45 local government officials** on school nutrition oversight.
- Co-develop and pilot a School Feeding Dashboard integrated into SIS.

## DESIRED RESULTS / IMPACT

- **Improved diet quality** for **57,000 schoolchildren** through regular access to nutrient-rich meals.
- **Strengthened community farming systems** producing and contributing biofortified foods to school feeding.
- **Enhanced SME miller participation** in national school feeding markets.
- **Greater parental and student awareness** and demand for fortified and biofortified foods.
- **Increased government capacity** to monitor, enforce, and scale nutrition-sensitive school feeding.

## SUSTAINABILITY AND EXIT STRATEGY

### Lishe Shuleni embeds sustainability by:

- Strengthening capacity of schools, parents, and local governments to sustain nutrient-rich school meals.
- Facilitating long-term partnerships between schools and compliant millers.
- Ensuring schools adopt diversified meal planning practices and integrate fortified/biofortified crops into school production systems.
- Institutionalizing monitoring tools (e.g., digital dashboard) within national education and nutrition frameworks.



## PARTNERS

- Government of Tanzania – through PO-RALG and local government authorities
- Kagera Millers Association – supplier coordination
- NEC (HIB, Pro-Vit A) certified seed producers
- Community Members and Schools, implementation, and sustainability partners.