

**ZANZIBAR HOME GROWN SCHOOL FEEDING PROGRAM
ANNUAL REPORT 2020**



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Summary

Home Grown School Feeding Program(HGSFP) aims at alleviating pupils' short term hunger, improving pupil's attendance and retention that will improve pupils and school academic performance.

The pilot Home Grown School Feeding Program (HGSFP) targeting 9,000 primary school children was launched in 2014. The schools were targeted on the basis of three indicators: poor performance, economic status and nutrition. Schools that scored the lowest were prioritized. To date, this program has scaled up to target 14,000 children across 27 schools on both Pemba and Unguja islands, the additional schools were also selected on the basis of the three indicators. In total, Zanzibar has 327 public primary schools.

Before inception of the HGSFP, the target schools reported an average dropout rate of 34%, this rate has reduced to <1%. Parents and teachers have attributed the reduction to the school feeding at the target schools. Other academic indicators that have remarkably improved include daily attendance and performance. The average daily attendance has increased from 84.3% to 90.78% in the target schools. The number of children who passed their National Examination with an exceptional performance of average grade B to join 'Special classes' (classes that offer specialized education including science and special skills as defined by the government) has increased from < 5pupils in 2013 to 15 pupils in 2020.

The COVID pandemic that hit the country in March, 2020 disrupted feeding at schools until June when the schools were reopened. The government issued the COVID -19 prevention measures for all learning institutions. The Partnership for Child Development (PCD) has emphasized adherence to these measures during food preparation and serving at the schools where feeding is implemented.

The government of Zanzibar has expressed great support and commitment to the HGSFP. There are ongoing efforts by PCD and the key Ministries to take the scale program to national scale including advocacy to local and international donors for further support and inclusion of the program in the government's annual budget.

Farmers who supply food to the schools have also reported improved living standards. The farmers who are also parents to children going to the target schools have stated that major outcomes of this stable income are an increased ability to provide for their children's school requirements including school uniform and stationery and the building of more permanent housing. A number of farmer groups have set up permanent business outlets with processing units for value addition of their farm produce.

To achieve the full benefits of the HGSFP, there is a need to scale up nationally. PCD is also advocating for the implementation of 'Focusing Resources for Efficient School Health (FRESH) concept in Zanzibar. Discussion are underway to integrate health initiatives including school feeding, hand washing facilities, screening and treatment for intestinal worms and other childhood illnesses, and health education for the adolescent .

1.0 Introduction

School feeding programs are designed to produce benefits across four sectors as illustrated in Figure 1 below.

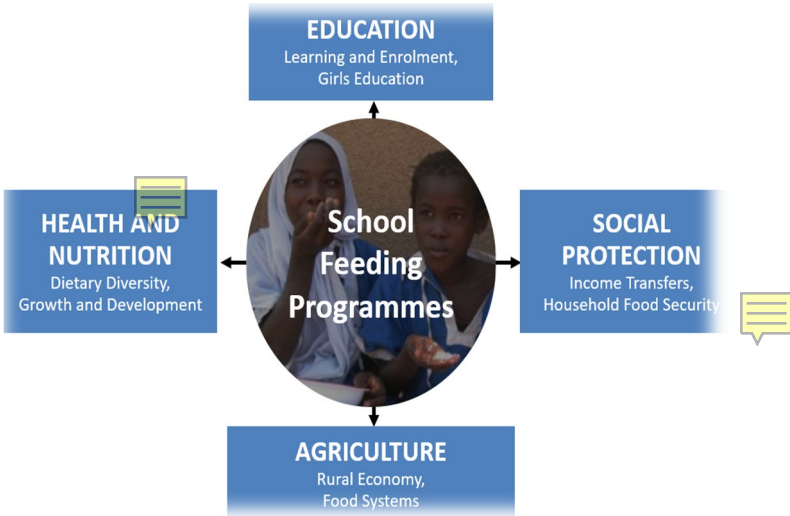


FIGURE 1: BENEFITS OF SCHOOL FEEDING

In Zanzibar, a strategic objective for effective learning outcomes is to provide a conducive learning environment that will indirectly improve children’s academic performance. The Home Grown School Feeding Program (HGSFP) aims at alleviating pupils’ short term hunger, improving pupil’s attendance and retention in support of this objective.

The third phase of the Zanzibar HGSFP has included more schools that have poor performance , nutrition and economic status. Children from the poor communities go to school without having breakfast at their homes or having very little to sustain them the whole day at school. This very situation hinders education quality as well as the nutrition status of the school children

In February 2018, MoEVT and Education Partners conducted an independent field visit at all schools to gather qualitative insights related to the theme of the 2019 Annual Joint Education Sector Review: “classroom learning”. The report highlighted that the school feeding program was spoken highly of in all parent focus groups and was identified as a key incentive for parents to send their children to school. (Ministry of Education and Vocational Training (MoEVT), 2019).

Funds for the third funding phase were sent from TtT to the MoEVT, HGSFP account in March 2020. However, the outbreak of COVID -19 pandemic in the same month forced prohibition of public gathering and schools were closed.

Before the schools were re-opened on 29th June 2020, MoEVT issued the COVID-19 guidelines for school re-opening including:

- Installation of hand washing facilities (either permanent or improvised)

- Children were required to keep social distance in classrooms



1.1 Program Scope

Phase three was implemented June - December 2020. Meals were served every day at 27 target schools (16 schools at Unguja and 11 schools at Pemba). These schools are located in 7 districts (out of 11) in Pemba and Unguja. The total number of children receiving these meals is currently 14, 184. Figure 2 illustrates the targeting and total number of public pre-primary and primary schools in Zanzibar.

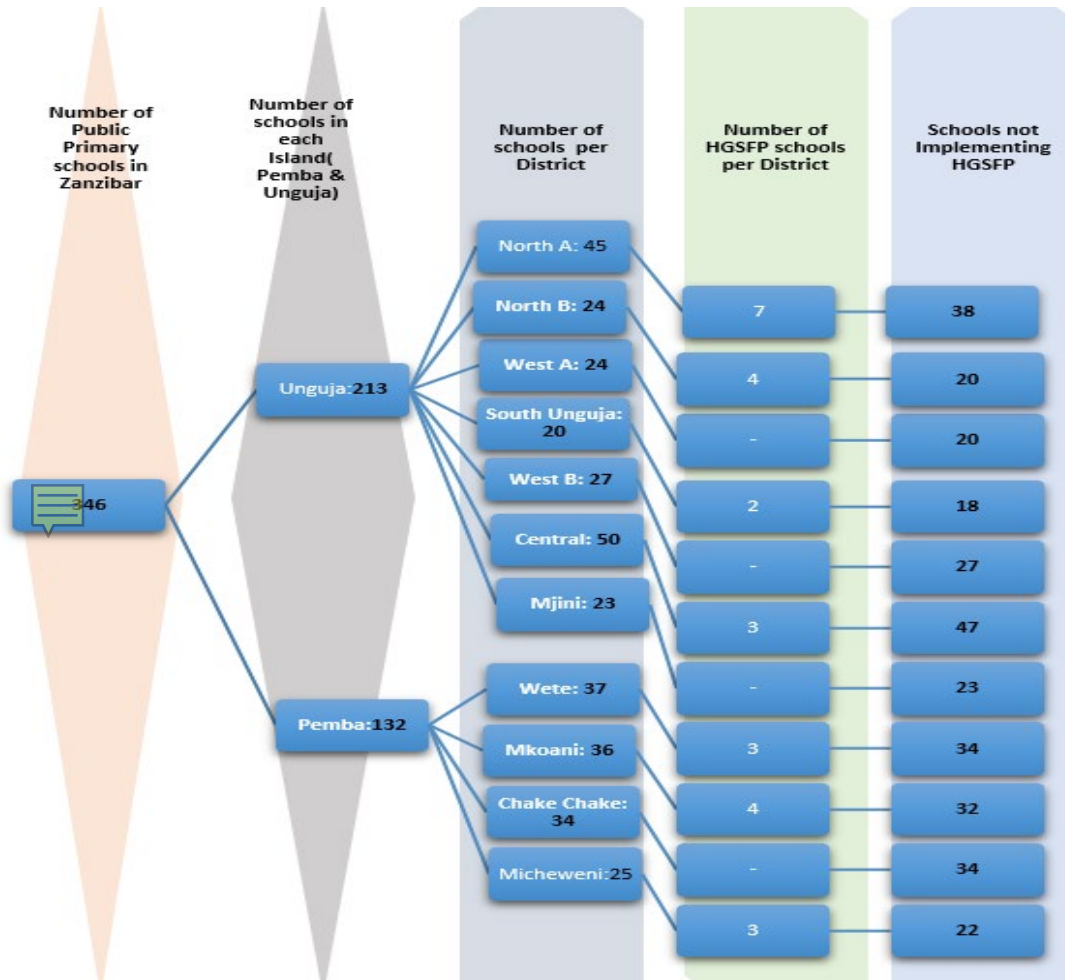


FIGURE 2: NUMBER OF HGSFP SCHOOLS

2.0 Education Indicators

2.1 Enrollment

Monthly monitoring reports show that creating awareness to the parents and children has led to an increase in enrollment in the HGSFP schools every year. The program was initiated in 2014 with 5,255 pupils in 5 schools from North ‘A’ District in Unguja and 4 schools from Micheweni district in Pemba. This number increased to 5,376 by 2016 and 6,315 pupils respectively in these 9 schools. In 2020, with new funding, the

HGSFP covered an extra 18 schools bringing the total number of schools to 27 (16 Unguja and 11 Pemba) targeting 13,000 pupils. This number has increased to 14,184 pupils in the 27 schools. It was noted that some children sent themselves to the HGSFP schools (without their parent’s knowledge) because the schools were serving the porridge during school hours. MOEVT is in dialogue with the Local Government in target districts requesting provision of a budget to cover more schools to cushion this increase. Appendix I shows the enrollment numbers.

2.2 Attendance

The daily attendance of children at the HGSFP schools has shown a steady improvement since the advent of school feeding in the target primary schools. This trend is illustrated in the Figure 3 below. Appendix II shows the current average attendance for target schools.

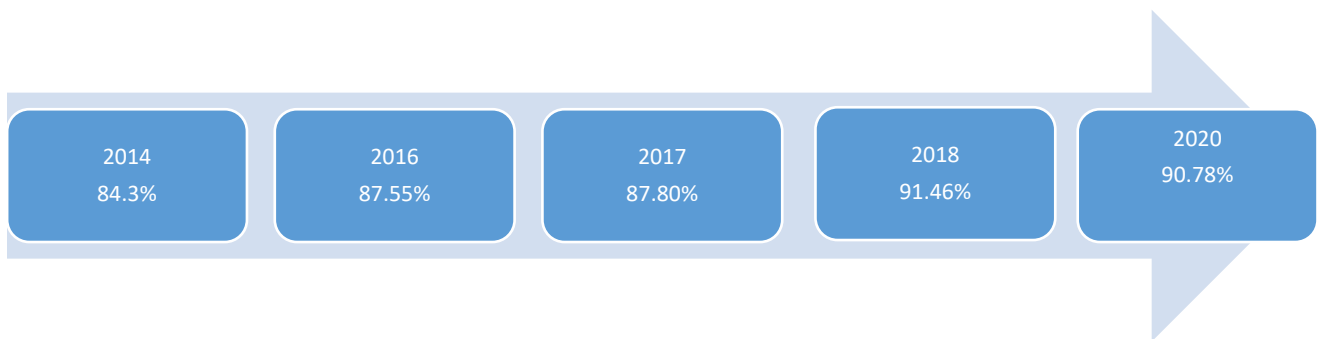


FIGURE 3: ATTENDANCE RATES 2014 -2020

Sources of data: Baseline survey and annual program reports.

3.0 Stakeholders Participation.

3.1 Community Contribution

Community and stakeholder sensitization on the expected contribution to the HGSFP implementation is conducted every program year to ensure new stakeholders understand their roles and to emphasize the role of the existing stakeholder representatives. This exercise has proved helpful in getting adequate support from these stakeholders including: the government administrative units, parents, and the local community leaders. The community understand the importance of education for their children. There is therefore increased awareness that has translated to increased parents’ participation in the HGSFP since the program was introduced.

The community provides support in terms of cooks, cleaning grains (cowpeas and sorghum) before milling and providing firewood. Preparation and distribution of meals is undertaken by parents who receive a small stipend from the community, although the number of schools whose parents cook voluntarily (without payment) is growing rapidly. These cooks prepare the meals as well serving them to the children. From program inception, the volunteer cooks were screened to ensure they are healthy and fit to prepare food for the children. This practice has since stopped due to financial setbacks. PCD and MoEVT will be in close communication with MoH to discuss possibilities of MoH support in the screening process. This might be a lengthy exercise because some of the schools have many parents rotating as cooks throughout the school

term. Since the cooking is a voluntary exercise, it is affected by urgent community functions including funerals or weddings. Cooks prioritize the community functions over the food preparation at schools resulting in food not being prepared or delayed at schools for at least one day in a month.



FIGURE 4: PARENT PARTICIPATING IN CLEANING UP AFTER FOOD PREPARATION

3.2 New Collaboration/ Partnerships

The Government of Zanzibar promoted decentralization in January 2020. The MOEVT is now working in close collaboration with the President Office Regional Administration Local Government Authorities and Special Department (PORALGSD) as well as the Ministry of Health (MoH) and Ministry of Agriculture (MoA). PORALGSD is now responsible for implementing all initiatives at schools ranging from School Health to Infrastructure. The MoEVT at the national level is responsible for all education related activities and indicators including curriculum development, enrollment, drop outs, performance as well as hosting the HGSFP funds account, making all payments, accounting, financial reporting and communicating to PCD and TtT.

4.0 School Meals

4.1 Meal Provision

Funds for the program implementation were disbursed in March 2020 from TtT to MOEVT HGSFP Account. However, the Corona -19 pandemic caused prohibition of public gathering resulting in the closure of all academic institutions for more than three months. This closure halted food procurement and disbursement of the food to schools. Meals were served in July 2020 when the schools were reopened. According to the third phase implementation design, Orange Flesh Sweet Potatoes (OFSP) and sorghum and cowpeas porridge should be served together five times a week. This has been an enormous challenge thus far because farmers are unable to supply smaller quantities of the OSFP owing to the transport costs incurred. The schools do not have the capacity to store large quantities of OSFP because of the short shelf life. Schools have therefore been forced to consume the OFSP within a short period of time (at most a month) and consuming sorghum and cowpeas porridge only for the rest of the term. Stakeholder

discussions on the way forward are underway. MOEVT and PCD has emphasized COVID -19 safety measures during the meals preparation and serving.



FIGURE 5: CHILDREN PRACTISING THE COVID -19 PREVENTION MEASURES

4.2 Food Procurement

Food procurement is now led by PORALGSD in close collaboration with MoEVT, MoA and MoH. Contracts with farmer groups are signed on behalf of the Permanent Secretary (PS) PORALGSD. After the contracts are signed and the total amount required to pay the farmer group for one term is calculated, PORALGSD requests the amount from MoEVT. Funds are transferred from MoEVT to PORALGSD who then pay the farmers.

4.3 Farmer Groups

HGSFP intended to increase income for farmers within the target school's catchment areas by providing the schools as a ready structured market for their products. To date, 32 farmer's groups with approximately 320 farmers committed to supply foods at program schools in Unguja and Pemba from July to December 2020. The program uses 10 grain millers in both Unguja and Pemba to mill the cowpeas and sorghum.

Farmers who supply food to the HGSFP schools are required to meet set standards to qualify as suppliers. These standards include registration of the groups, a group bank account, and the production ability to supply the required quantity and quality of food. PCD has, in the past years, partnered with organisations who focus on farmers and special research institutions to train the farmers on proper farming practices. A total of approximately 100 farmers have been trained to date. All the 320 require further sensitizations and trainings on proper farming practices. PCD, MOEVT and MoA maintain a close follow up on the farmer groups to monitor progress and changes related to the HGSFP.

The HGSFP has seen great achievement in improving farmer livelihoods. Groups have graduated to expanded commercial production. 'JUWA' Farmers Group has taken remarkable strides after they received their first contract to supply OFSP to schools. This group has enrolled more farmers in the group, increased production of OFSP to sustain both the HGSFP schools and other markets. The group has established processing unit for value addition. This set up has attracted further support from local and international development partners including USAID. The farmer group now process and sell the value added OFSP and Sorghum flour to the community. The group has also assisted in sensitizing the community of the nutrition values of the OSFP, a food crop that was introduced to the community by HGSFP. The OSFP has been embraced by the community as a nutritious root tuber.



FIGURE 3: VALUE ADDED ORANGE FLESHED SWEET POTATOES.

4.4 Food Transport and Milling

The cost of transportation of food to the schools is incurred by the farmers who supply the food commodities to HGSFP schools. This cost is included in the farmer group contracts. The cost of transport from schools to the millers is incurred by the millers. This cost is therefore included in the milling contracts. To ensure grain commodities maintain their nutritional and health properties, storage is at schools during the school term and subsequently milled every two to three weeks.

5.0 Technical Support

PCD has continuously provided technical support for the Zanzibar HGSFP. For the third phase funding, PCD committed to support the following activities which will be implemented throughout the program life time.

- National School Feeding Strategy development
- Training farmers, teachers, community and government stakeholders
- Developing nutrition communication materials
- Program advocacy materials
- Media advocacy
- Program management and reporting

5.1 HGSPF Stakeholders Training

PCD in collaboration with MoEVT and the National Coordination Team (NCT), representatives from MoA and MoH provided capacity building trainings to various HGSPF stakeholders on program implementation on Unguja and Pemba Islands. The trainings targeted the PORALGSD Officers, Local Government authorities, HGSPF teachers, Head teachers, School Management Committee (SMC) Chairpersons and local leaders (Shehas) at the program schools.

Training (2 days) was conducted to PORALDGS officers and Assistant Directors for Education, Agriculture and Health in four Districts on 10th -11th August 2020 at Kiembesamaki Teachers Center (T.C) Unguja, while 17th-18th August 2020 was for three Districts of Pemba at Madungu Preschool conference Hall.

The participants for the training were as shown in the Table 1 below.

TABLE 1: TRAINING FACILITATORS

S/N	PARTICIPANTS	UNGUJA	PEMBA	TOTAL
1	PORALGSD Officers	3	3	6
2	Assistance Director (Education)	4	3	7
3	Assistance Director (Agriculture)	4	3	7
4	Assistance Director (Health)	4	3	7
5	LGA Program Coordinator	4	3	7
TOTAL		19	15	34

Training (one day) was conducted for head teachers and teachers on 10th August 2020 in Unguja and 19th August 2020 in Pemba. The participants for the training were as shown in the Table 2 below.

TABLE 2: TRAINING PARTICIPANTS

S/N	PARTICIPANTS	UNGUJA	PEMBA	TOTAL
1	Head Teachers	16	11	27
2	HGSPF Teacher	16	11	27
TOTAL		32	22	54

One-day training was conducted to Shehas and School Management Committee on 11th August 2020 in Unguja while 20th August 2020 was in Pemba.

The participants for the training were as shown in the Table 3 below:

TABLE 3: TRAINING PARTICIPANTS

S/N	PARTICIPANTS	UNGUJA	PEMBA	TOTAL
1	SMC Chairperson and Hon. Shehas and DADOs	32	25	57
TOTAL		32	25	57

5.1.1 Training facilitation

Training was facilitated by Safia A. Rijaal: Director Pre-primary and Primary Education, Salum M. Abdulla: Program Coordinator, Muhiddin Ali Ngwali: MoA (Department of Food Security and Nutrition) and Asha H. Salmin: MoH (Head of Nutrition Unit in Zanzibar). PCD reviewed the training content. The topics covered and facilitators were as per Table 4 below.

TABLE 4: TRAINING TOPICS COVERED

S/N	TOPIC	FACILITATOR
1	Introduction	Salum
2	HGSFP Phase 3	Salum
3	HGSFP Management and roles of Stakeholders <ul style="list-style-type: none">• National• District• School• Community	Muhiddin
4	Food procurement processes <ul style="list-style-type: none">• Farmer groups• Contracts• Receipts• Payment Request• Food measurement a) Day b) Termly	Muhiddin/Salum
5	Food Security and Nutrition	Asha
6	Kitchen and store Standard	Asha
7	Program Monitoring and Reporting	Salum/Muhiddin
8	Partnership and Sustainability	Safia

Training presentations included group works and discussions. Each participant was given a hard copy of all presentation for their reference.

5.1.2 Feedback from the Training

- Directors of the Town/District Councils should be sensitized on HGSFP in order to support program implementation,
- Cooking OSFP and Porridge on the same day as per the program design has increased cooking burden to the cooks.
- School Management Committee (SMC) and Shehas should work together to improve HGSFP in their shehia for children learning outcomes.
- Shehia should set by-laws to enforce community participation and use community soldiers to help implementation of the program.
- Annual child health and nutrition checkup is needed including Mid Upper Arm Circumference (MUAC).
- The following sustainability measures should be considered:
 - Councils include school feeding in their annual plans to cover the schools handed over in the 2nd year of the third phase financing as well as other additional schools.
 - Promote vegetable and fruit garden set up at all schools.

- Advocate HGSFP to local donors including hotels owners as well as additional international donors for scale up.
- It was recommended that in future PORALGSD should use National Service Camps (NSC) to produce and sell foods to schools at cheap price. The NSC are camps dedicated to improving economy through various income generating activities. This recommendation will be further discussed by the NCT and PCD.

5.2 Developing the National School Feeding Strategy

PCD is currently supporting the initial steps towards the development of a National School Feeding strategy. Using examples from other countries, e.g. Kenya, PCD, in collaboration with other development partners, will guide the Ministries of Education, Health and Agriculture to develop a strategy most appropriate for implementing the national school feeding program in Zanzibar.

5.3 Developing Nutrition Communication Materials

Concurrently with guiding the development of the National Strategy, PCD is guiding the development of nutrition and health materials to be distributed to schools and the immediate community. Already existing materials will be reviewed and contextualized.

6.0 Ongoing efforts to make the school meal program sustainable

The government is in the processes of ensuring the school feeding program is sustained after the support from Tft stops. To achieve this sustainability, activities including developing a national strategy to guide other local or international donors and advocacy campaigns have been planned for the third phase funding period. Other activities in support of HGSFP are listed below:

6.1 Construction of permanent kitchens

Communities have continued providing support in the construction of permanent kitchens at HGSFP schools. 10 schools out of the 27 target schools now have permanent kitchens that were built using cement blocks. Sixteen (16) schools are in the process of constructing the kitchens, while 1 school has not been able to build a kitchen at all.



FIGURE 6: KITCHEN UNDER CONSTRUCTION (NEW KITCHEN WITH A FOOD STORE IN THE FINAL STAGE OF CONSTRUCTION AT MJINIKIUYU PRIMARY SCHOOL IN PEMBA)

6.2 School Gardens

PCD has advocated for school gardens as a learning platform. Schools garden initiatives, should never be used for child labour and children should not miss classes to attend to the gardens, they should be strictly used as learning platforms. Parents are encouraged to support in the garden activities. In Zanzibar, MoEVT and MoA support the concept. Establishment of school vegetable gardens was started in 2017 at two schools: Kigunda and Makangale. The NCT encourages simplanting of simple crops including vegetables and fruits at the school gardens. Other schools that have replicated the school garden concept include Mjini kiuyu, Mgonjoni, Kinowe, and Mkiang'ombe. The challenge faced by schools in establishing school gardens are the lack of space, animals which are left free (goats and cow) destroy gardens, and adequate skills for vegetable gardens especially for new program schools. The 'Feed the Future-Mboga na Matunda' NGO which support vegetable and fruits farmers in Zanzibar has initiated discussion with PCD and MOEVT to agree on the further technical support needed for farmer groups and schools in farming, vegetables, OFSP and butter nuts. Butter nuts have the same nutrients as OFSP and have the advantage of a long shelf life (more than six months) without any specialized storage facility compared to one month for OSFP under the same condition. With specialized storage, the OFSP can increase their shelf life to up to six months.



FIGURE 7: OKRA HARVESTED AT A SCHOOL GARDEN(*OKRA HARVESTED AT MAKANGALE SCHOOL IN PEMBA*).

6.3 Provision of clean water at the schools

Eighty-eight percent of the schools have clean water for cooking from government and/or community sources. Two schools reported water challenges: cooks in one school reported that lack of water is a major challenge. This school is forced to fetch water from a well near the school. Zanzibar Milele Foundation is a local foundation that has supported with provision of water at the HGSFP schools. In addition, new hand washing facilities have been set up at 3 HGSF target schools: Kipangani, Maziwani in Pemba and Kiyongwe and Kijini in Unguja. Availability of water has enhanced the effectiveness and quality of school feeding program activities.



FIGURE 8: HAND WASHING FACILITY CONSTRUCTED BY THE LOCAL DONOR AT KIJINI PRIMARY SCHOOL

7.0 Program Management and Coordination.

The HGSFP coordination is under the MoEVT. Implementation in pre and primary education is now decentralized to the Local Government Authorities (LGA) under PORALDGSD. Therefore, the Presidential Office is supervising the program implementation at Town and Districts Councils while MoEVT is supervising at the national level including chairing the National Coordination Team (NCT), monitoring and reporting at the national level, of which PCD provides significant mentorship and technical support. The program coordinator at MoE oversees the performance of the coordination unit.

The National Coordination Team (NCT) is composed of technical members from different key ministries and units including Department of Food Security and Nutrition in the MoA, Nutrition unit and Zanzibar Food and Drugs Authority in MoH and Social welfare, PORALGSD in the Department of Coordination of Devolved Sectors and Assistance Directors for Education from Unguja Town and Districts Councils, and a representative from program schools. A representative from Pemba Island will now also be included in the team. The team hold quarterly meetings to discuss the implementation progress and plan for the next quarter.

7.1 Monitoring and Evaluation.

Members of the NCT and the program coordinator conducted a monitoring visit in October 2020 to the program schools. The PCD representative, East African Regional Manager, also visited schools and farmers in Mid December 2020.



FIGURE 9: A MEETING WITH HGSFP SCHOOLS HEAD TEACHERS DURING MONITORING VISIT

8.0 Program implementation challenges and recommendations

8.1 Remarks by school principals and teachers

HGSFP Coordinator based within the MOEVT) and other officers from the MOEVT conduct regular visits to schools and interview teachers on the progress.

Before the school feeding; teachers had to go to pupil's homes to take them out to school, but now truancy has minimized and children are going to school on their own volition. HGSFP has brought great success to children development

Zuwena Juma Ame

Mshimba Seif Ali is the Head teacher at Ukongoroni Primary school (the school was added to the program 2018).



I thank TjT and PCD for funding Zanzibar HGSFP because it has brought great benefits to the pupils and corrected pupils' truancy behavior. Since all pupils are getting food at school, attendance has improved at my school. I can list some of the benefits I have witnessed so far;

- 1. Pupils are staying in class at all time for the lessons*
- 2. it has helped parents and community to deal with their children education*
- 3. Student academic performance has improved*
- 5. The community is somehow motivated to participate in the program.*

Mshimba Seif Ali

8.2 Challenges

- Covid-19 pandemic outbreak in the country caused prohibition of mass gathering including closure of all academic institutions which affected the implementation of the program.
- Lack of appropriate storage facilities at some schools: currently, foods in some schools are stored with other items such as books. There are ongoing community kitchens constructions which include rooms for food storage.
- Inadequate number of teachers in remote areas (especially in Pemba) affected distribution of food as well as pupils' academic performance.
- Inadequate technical and resources hinder the vegetable and fruits school gardens set up especially in the schools.
- Community participation in HGSP has increased but some parents still don't participate or participate at a low level.
- Saturday and Sunday were included in the official school's days to cover up for the lost days due to COVID-19. Pupils also attend classes in shifts throughout the 7 days of the week to accommodate less children per classroom and school feeding continues throughout the week. This might have slight influence the total budget.

8.3 Conclusion

- The HGSF program in Zanzibar is a great success in attracting children to attend schools. The program provided a supportive role in the pupils' academic success, especially in the standard six examination in which pupils' performance including number of pupils to special secondary classes increased (results are annexed).
- The program was budgeted in the first year to cover 13,000 pupils in 27 schools but it is now feeding more than 14,000 pupils for 7 days in the same schools using the TtT funding. This will lead to a deficit in program funds if the program does not receive further support from the government or other donors. Discussions are underway for additional funding to cover the additional children.
- When the program started, < 5 candidates qualified to join the special classes. The 2020 national examination results recorded 15 candidates qualifying to join the special classes with an average score of grade 'B' from the 9 HGSFP schools targeted since program inception.
- Farmers have benefited from the program. More farmers will benefit if the program is scaled-up to more schools in other poverty stricken regions of the country.

8.4 Recommendations

- There is a need to scale-up HGSF program to cover more that are schools characterized with poor performance, nutrition and economic status. This is in line with the ruling party manifesto of reaching at least 50 primary schools with school feeding by 2025.
- There is a need for more community awareness to increase community participation. There is need to integrate school feeding with other School Health and Nutrition (SHN) initiatives to achieve better health results for the school children.

- Further discussion with the government and donors should continue to discuss the increase the budget needed to increase the number of children attending school.



9.0 Additional Photos



Photo 1: Standard 6 pupils in class at Kunguni Primary School



Photo 2: Pupils at Mbuyutende school



Photo 3: New constructed group hand washing at Maziwani School in Pemba.



Photo 4: Food storage at Charawe school



Photo 5: School garden at Mkiang'ombe School in Pemba

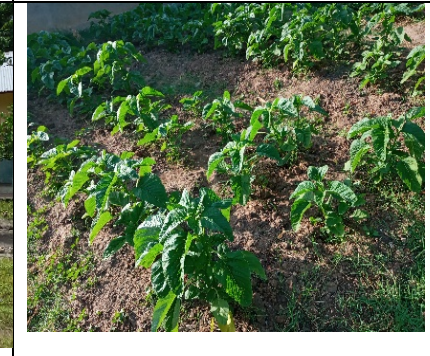


Photo 7: School garden at Kigunda in Unguja



Photo 8: New permanent kitchen at Mtuhaliwa Primary School

10.0 Appendices

Appendix I: Enrolment numbers at all the target schools for 2019 and 2020.

N	Name of School	2020						2019					
		Number of Students			Number of Teachers			Number of Students			Number of Teachers		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Mfurumaton ga	402	389	791	6	11	17	490	493	983	15	4	19
2	Mbuyutende	272	290	562	11	5	16	262	281	543	15	4	19
3	Kijini	335	376	711	8	9	17	329	325	654	7	2	9
4	Kigunda	283	283	566	5	11	16	248	250	498	6	12	18
5	Kidagoni	214	208	422	5	5	10	232	260	492	9	6	15
6	Bwereu	187	201	388	3	10	13	183	207	390	3	11	14
7	Mto wa Pwani	124	106	230	2	11	13	134	99	233	0	10	10
8	Kiyongwe	327	334	661	9	6	15	24	12	36	24	12	36
9	Upenja	248	247	495	4	15	19	197	232	429	4	15	19
10	Panga tupu	132	131	263	7	8	15	129	128	257	7	7	14
11	Mgonjoni	85	50	135	3	9	12	77	44	121	5	7	12
12	Bambi	410	332	742	7	22	29	328	408	736	7	22	29
13	Charawe	191	179	370	8	10	18	190	180	370	7	9	16
14	Ukongoroni	128	98	226	7	7	14	136	101	237	7	6	13
15	Kibuteni	68	71	139	5	9	14	74	72	146	4	4	8
16	Michamvi	130	145	275	6	11	17	136	145	281	10	6	16
UNGUJA TOTAL		3536	3440	6976	96	159	255	3169	3237	6406	130	137	267
17	Kipangani	302	230	532	3	6	9	265	204	469	4	4	8
18	Makangale	604	606	1210	5	6	11	585	592	1177	5	6	11
19	Kinowe	544	508	1052	4	10	14	595	583	1178	4	9	13
20	Mkia Ngombe	170	163	333	5	1	6	131	172	303	6	1	7
21	Mgogoni	348	320	668	6	5	11	322	301	623	6	3	9
22	Mjini Kiuyu	395	335	730	5	8	13	357	295	652	5	8	13
23	Maziwani	207	191	398	7	2	9	199	175	374	8	0	8
24	Mtuhaliwa	157	182	339	2	9	11	154	154	308	5	3	8
25	Kunguni	315	287	602	3	2	5	284	254	538	3	3	6
26	Tasini	508	560	1068	2	12	14	551	506	1057	2	10	12

27	Tironi	146	130	276	5	3	8	143	131	274	5	3	8
	PEMBA TOTAL	3,696	3,512	7,208	47	64	111	3,586	3,367	6,953	53	50	103
	ZANZIBAR TOTAL	7,232	6,952	14,184	143	223	366	6,755	6,604	13,359	183	187	370

Appendix II: Average attendance rates at all the 27 HGSFP schools in 2020.

Number	Name of School	Average Attendance (%)
1	Mfurumatonga	90.78
2	Mbuyutende	85.75
3	Kijini	93.12
4	Kigunda	90.40
5	Kidagoni	87.55
6	Bwereu	95.11
7	Mto wa Pwani	88.83
8	Kiyongwe	95.40
9	Upinja	95.77
10	Panga tupu	89.91
11	Mgonjoni	90.17
12	Bambi	93.79
13	Charawe	97.68
14	Ukongoroni	99.48
15	Kibuteni	97.68
16	Michamvi	94.00
17	Kipangani	88.16
18	Makangale	95.60
19	Kinowe	90.21
20	Mkia wa Ngombe	89.38
21	Mgogoni	87.73
22	Mjini Kiuyu	80.05
23	Maziwani	87.48
24	Mtuhaliwa	91.18
25	Kunguni	85.04
26	Tasini	80.85
27	Tironi	91.29
AVERAGE		90.78%

Appendix III: Standard six National Examination Results for the New HGSFP schools

	2019	2020
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SCHOOLS	% Pass	Special Class	% Pass	Special Class	Gifted Students Special Class (with average A)
BAMBI	84	2	85.54	2	2
BWEREU	100	1	100	0	0
CHARAWE	93	0	100	0	0
KIBUTENI	100	0	95	0	0
KIYONGWE	100	0	100	0	0
MICHAMVI	100	1	100	1	0
PANGATUPU	100	0	100	1	0
UKONGORONI	100	0	100	0	0
UPENJA	100	2	97.87	0	0
KIPANGANI	94	0	100	0	0
KUNGUNI	93	0	100	0	0
MJINIKIUYU	100	1	100	1	1
MAZIWANI	100	0	100	2	0
MTUHALIWA	100	2	97.1	1	0
TASINI	98	0	100	0	0
TIRONI	100	1	100	1	0
AVERAGE/TOTAL	97.63%	10	98.5	9	3
				12	

Appendix IV: Foods details from July to Dec 2021

Food Item	Food in stock at beginning of July in Kgs.	Food Received July-Dec	Food used July-Dec	Food Losses				Food in Store at end of December
				Theft	Spoilage	Contamination	Others	
Sorghum	-	88,087	81,812	-	216	246	12	5,801
Cowpeas	-	37,030	34,479	-	148	105	294	2,004
OFSP	-	957	952	-	2	3	-	-
Sugar	-	15,436	14,566	-	-	-	71	799
Cooking Oil	-	7,640	7,164	-	-	-	31	445
Salt	-	4,602	4,127	-	-	-	64	411

Schools	2017		2019		2020		
	% Pass	Special Class	% Pass	Special Class	% Pass	Special Class	Gifted Students Special Class (with average A)
KIJINI	89.29	1	100	2	100	0	0
KIGUNDA	94.83	0	100	1	100	4	0
KIDAGONI	81.82	2	96	0	82.8	1	0
MFURUMATONGA	100	0	100	0	99.3	0	0
MBUYUTENDE	94.74	0	100	0	100	0	0
KINOWE	98.46	2	100	5	100	4	1
MKIANG'OMBE	88.46	0	100	0	100	0	0
MAKANGALE	100	2	100	6	100	2	1
MGOGONI	91.25	0	100	1	100	5	1
AVERAGE/TOTAL	93%	7	99%	15	98.01	16	3
						19	