

# DEVELOPMENT OF SCHOOL MILK IN TANZANIA<sup>1</sup>

Charles M.D. Mutagwaba<sup>2</sup>

## 1. Introduction.

Tanzania is located on the Eastern coast of Africa it is bordered by the Indian Ocean to the East, Kenya and Uganda to the North, Rwanda, Burundi, Congo (DRC), Zambia and Malawi to the West and Mozambique to the South. It has an area of 945,090 km<sup>2</sup> with a population of 34.6 million people (NBS 2002). Some famous landmarks found within Tanzania are Mt Kilimanjaro, Lake Victoria, the Serengeti National Park and the Ngorongoro Crater.

Table 1 Some important Statistics

Land area (Km <sup>2</sup> )	945,090.0
Human Population (millions)	34.6
Livestock	
Cattle (Millions)	17.7
Goats (Millions)	12.5
Sheep (Millions)	3.5
Pigs (Millions)	0.88
Chicken (Millions)	47.0

Source: NBS 2003

The economy is heavily dependent on agriculture (crops, livestock, fisheries and forestry) which account for 50% of the Gross Domestic Product (GDP). The livestock sub sector generates about 30% of the agricultural GDP out of which 30% is from the dairy industry. The livestock numbers are given in Table 1.

## The Dairy Industry

### Milk Production and consumption

The Tanzanian dairy industry is sub divided into two sub sectors. One is the traditional sector of indigenous Zebu cattle producing about 70% of the milk, 90% of which is consumed at home. and 10% trickles to the commercial sector. The other is the commercial dairy farming mostly by smallholders with an average of 1 -5 dairy type cattle per household and producing 2 – 10 litres of milk per day. Thirty three (33%) of this production is consumed at home, 57% sold in the informal sector and only 10% in the formal/processed sector.

Table 2. Milk Production and Consumption in Tanzania

Year	2002/2003	2003/2004
From indigenous cattle ('000'Lts)	620000	813700
From improved/Dairy type cattle ('000'Lts)	359800	366300
Total production ('000'Lts)	980500	1180000
Milk consumption per capita (lts)	28.4	33.6

Source: MWLD, 2004

1. Paper presented at The 3<sup>rd</sup> International School Milk Conference. Kunming. China. April 11 – 14, 2005.

2. Executive Secretary. Interim Tanzania Dairy Board. P.O. Box 38456. Dar es Salaam Tanzania. E mail: tddb2002@yahoo.co.uk

Commercial (Smallholder) dairy production has high potential for poverty alleviation in rural areas due to regular income and employment generation. It is therefore highly supported by the government as a tool in the national poverty reduction strategy. Milk consumption per capita is still low at about 34 litres per annum compared to our neighbours in Uganda (40 litres), Kenya (84 litres) and the WHO recommendation of 200 litres.

The main reason for this low milk consumption is that most Tanzanians, mainly from non cattle keeping communities, do not have a milk drinking habit. This calls for efforts to cultivate a milk drinking habit in the population. The aim is to increase milk consumption per capita to 40 litres per annum in 2004/2005 and even higher in the long term therefore leading to increasing demand for milk, expanding the milk market and encouraging increased milk production. Various strategies are applied in order to cultivate a milk drinking culture but the main ones are the annual milk promotion weeks and the school milk programme. The annual milk promotion weeks, which usually include the World Milk Day are annual events conducted in a different region each year to promote milk drinking and consumption of other dairy products. A lot of activities to attract people to the show grounds are arranged and once in the ground they are offered free milk and given a chance to taste other products such as cheese, butter and yoghurt. The school milk programme is the subject of this presentation and is outlined below.

## **2. The School Milk Programme**

A majority of school children Tanzania attend day schools none of which provide a mid day meal. Most of the children leave home very early and often with little or no breakfast. Therefore ways and means have to be sought to introduce school meals to solve this problem. Milk becomes an ideal choice because it is well balanced food.

Therefore, Ministry of Water and Livestock Development convened a meeting of some stakeholders on 15<sup>th</sup> May 2001 which included:

- Tetra Pak
- UNICEF
- Milk processors
- The Tanzania Food and Nutrition Centre (TFNC)

At the meeting presentation on the importance of school lunches and school milk feeding programmes were received and discussed.

After presentations by various experts the meeting concluded that:

- The programme has high potential for increasing milk consumption
- Will increase milk market volumes
- Will promote school attendance, intellect and performance of school children

It was therefore decided that the school milk programme be started and implementation be by stages starting with municipalities, cities and townships and later spread to the rural areas.

The Programme framework

The programme objectives were to:

- Alleviate malnutrition and temporary/hidden hunger among school children
- Build a milk drinking culture among school children which they will be expected to pass on to their own children

- Improve school attendance
- Develop the dairy sector by increasing milk sales in the short term and milk demand and market in the long term

The programme framework was developed in June 2001 during the National Milk promotion week in Arusha. The programme started in late 2001 and early 2002 in Arusha and Kilimanjaro regions (Northern part of Tanzania) on as a pilot project.

#### Steps in the implementation of the pilot project

- Selection of the schools. Schools were selected taking account of their accessibility and closeness to the source of supply
- Sensitisation Workshop. Attended by stakeholders including councillors, chairpersons of school committees, and officials of district councils at which the importance of milk to the school children was explained. District and ward committees were elected at this workshop.
- Meetings at school level with the parents and committees elected at the workshop.
- Meetings of school committees and prospective milk suppliers to review supply capacity, payment for the milk and supply logistics.

Table 3: Schools in the pilot project

Region	Number of primary schools
Arusha	5
Kilimanjaro	13
Total	18

#### Assessment of the pilot project

The results of the assessment of the pilot project were presented to a roundtable discussion during the National milk promotion week in Iringa in June 2003. It was reported that:

- Milk was very much liked by the school children
- Children health status improved
- Children attendance in schools on the project improved
- Parents were ready to pay for the milk
- Leaders of government and other organisations in the areas accepted and liked the project
- Milk sales improved during the period under review

Despite the successes achieved there were also some problems such as:

- Coverage could not reach 100% because there were orphans and children from very poor families who could not pay for the milk
- There was some difficulty in involving teachers in supervising the actual distribution of the milk to children
- The pilot project coincided with abolition of all parental contributions to schools and school fees leading in some areas to initial resistance by some parents

- Where milk vendors took part in the sensitisation campaign there was misunderstanding of the campaign to be a sales push obscuring the benefits to the children

After going through the pros and cons it was agreed to have one general approach whereby:

- Sustainability should be the key objective. In order to get the intended benefits the programme has to be long term. Changing habits takes a long time. This requires that the programme run across generations. Therefore the need for sustainability can not be overemphasised
- Parents to pay for the milk after sensitisation and decision. The only permanent factors in the programme are the parents and the children. In most urban areas parents give their children some money to spend on some food items while at school. The amounts may be small but usually more than the price of a 250 ml pouch of pasteurised milk. Once the parents are convinced they only have to advise their children to spend their daily allowance on milk.
- The school board to solicit external funding for the problem children such as orphans. The school boards are closer to the parents and children and they know the problem children. In addition their request for funding has a larger chance of being considered favourably because it comes from the community and not an outside body.
- Sensitisation to be done by a neutral body comprising of experts (NGOs, Dairy Board, TFNC, MWLD). This arrangement will remove the problem of the programme being seen as a sales campaign.
- School committee to negotiate with prospective suppliers on behalf of the parents. This brings the actual control of the programme to the parents themselves and therefore more transparent. Lack of transparency may discourage parents from contributions if there is any suspicion of dishonesty.
- There has to be a neutral national committee to oversee the programme by setting a level playing field for all the stakeholders. School milk programmes have benefits to the various stakeholders. The neutral National Committee will ensure that farmers supplying the milk, processors distributing the milk, parents paying for the milk and children drinking the milk all get their fair share of their efforts.
- Each school has to be approached separately to ensure adequate explanation and avoid misunderstanding. Introducing the programme by circulars will externalise the programme from the parents and will affect the sustainability.

### **3. The current approach**

- Regional sensitisation workshops attended by:
  1. Regional commissioner or his/her representative
  2. Representatives from all district councils in the region
  3. Some teachers' representatives
  4. Some representatives from school committees
- Presentations include:
  1. Government policy on School Milk Feeding by Ministry of Water and Livestock Development
  2. Importance of School Meals and why milk is more suitable by TFNC

3. Experience from other regions, districts and countries by the Dairy Board or NGO/Dairy Development Project

### **OUTCOME OF THE WORKSHOP IS: FORMATION OF DISTRICT SCHOOL MILK COMMITTEES**

The district committees then facilitate the same presentations to be repeated to the particular primary school committee and again to a parents meeting. The district committee can make the presentations or request the team of experts from the Ministry, the board and TFNC. Usually the second alternative is preferred.

#### **THE OUTCOME OF THE PARENTS MEETING IS:**

- Decision to or not to adopt the school milk programme
- Mode of payment for the milk
- Frequency of supply and payment
- Mandate the school committee to select supplier

After the parents decision the school committee takes over the implementation from negotiation supply contracts with the suppliers to arranging the actual distribution of the milk to the children.

### **5. Current position**

The results of using this approach are that three Schools in Dar es Salaam and 3 Schools in Tanga Region have started the programme. This number may seem low but the most important lesson is that no school approached has rejected starting the programme. In total 40 schools nationwide have started the school milk programme preferring to supply the milk in 200 – 250 ml. plastic pouches twice a week. The problems encountered so far are the same as found in the pilot project. In addition the National School Milk Committee has been formed and was inaugurated on September 29<sup>th</sup>, 2004 the World School Milk day. The committee is composed of members from the following organisations:

- Ministry of Water and Livestock Development
- Ministry of Regional Administration and Local Government,
- Ministry of Education and Culture,
- Ministry of Community Development Gender and Children
- Ministry of Health
- Ministry of Industries and Trade,
- Tanzania Food and Nutrition Centre,
- Representative from the Northern Zone School Milk Programme

### **4. Conclusion**

It can be concluded from the current findings that:

- Parents are very willing to purchase milk for their children if correctly approached
- There will almost always be some problem children and therefore there should be a way to identify them

- Depending on the number of problem children the school committee can solicit additional funding from various sources such as milk processors, and district councils,
- The national committee should approach the central government, NGOs and international donors to establish a fund which could be used to subsidise the price of milk

## 5. References

1. J. Ndesamburo 2003. Mpango wa Maziwa Shuleni Mkoa wa Kilimanjaro. A paper presented at the Round Table discussion. National Milk Week 2003 Iringa Tanzania
2. P.S. Ngasamiakwi 2003. Mpango wa Maziwa Shuleni Kanda ya Kaskazini. Paper presented at the School Milk Workshop. Msimbazi Centre. Dar es Salaam. Tanzania. AUSTROPROJECT MBDP
3. J. Ammo 2003. Uzoefu wa Kimataifa Juu ya Mpango wa Maziwa Mashuleni. Paper presented at the School Milk Workshop. Msimbazi Centre. Dar es Salaam. Tanzania. AUSTROPROJECT MBDP
4. MWLD 2003. Prospects for the School Milk Feeding Programme in Tanzania. A paper presented at the Round Table discussion. National Milk Week 2003 Iringa Tanzania
5. NBS 2003. Tanzania National Population and Housing Census 2002. National Bureau of Statistics. Dar es Salaam. Tanzania.
6. MWLD 2002. Budget Speech for 2002/2003. Ministry of Water and Livestock Development. Dar es Salaam. Tanzania
7. MWLD 2003. Budget Speech for 2003/2004. Ministry of Water and Livestock Development. Dar es Salaam. Tanzania
8. MWLD 2004. Budget Speech for 2004/2005. Ministry of Water and Livestock Development. Dar es Salaam. Tanzania
9. MWLD 2002. Tanzania Dairy Industry Development Policy. Ministry of Water and Livestock Development. November 2002. Dar es Salaam Tanzania.