

Project name: Nourished Minds
Dar es Salaam-Tanzania
Westminster College
Fildaross Swai '24, Tanzania

Introduction and Statement of Need

Last summer (2021) on my way to the gym, a 2nd grader ran past me holding their shoes on their tiny hands. When I stopped to ask him why he was barefooted and in such a hurry, he said that his shoes were too big to accommodate him to rush home for lunch so that he could get back at school on time for the afternoon lessons. Most of the students who attend public primary schools in Tanzania are not given meals during their time in school. During break times, it is a very common and sad thing to see students rush home to have their meals and come back for classes or leave school early so that they are home in time for lunch. Occasionally, those that live far buy unhealthy snacks from street vendors during lunch hours.

Generally, it is hard for the students to focus when they are hungry or when they must commute to and from school within a limited time just to get food and continue with classes. It is even harder on them during the well-known heavy rains and immense heat seasons of Dar es salaam. It is for these reasons that most of the public-school students end up not achieving their academic goals and perhaps career dreams. In Arumeru and Babati Districts in Arusha-Tanzania, a study was conducted by a group of researchers in order to analyze the policy and organizational environment that promoted school feeding approaches. The study included 217 participants in 27 focus group discussions and the results showed that Tanzania has no clear policy on school feeding and guidelines for meal quality and that students in private schools are usually better off in earning meals than those in public school. Therefore, many students in public schools are left out hungry during school hours (Roothaert et al., 2021). According to Roothaert et al., 2021, school meals can improve school attendance, concentration in class and reduce dropout rates. Therefore, it is important that students get proper nutrition during their school time to improve their performance, participation, and attention in school for the sake of their future.

Source: Roothaert, R., Mpogole, H., Hunter, D., Ochieng, J., & Kejo, D. (2021, February 26). *Policies, multi-stakeholder approaches and home-grown school feeding programs for improving quality, equity and sustainability of school meals in northern Tanzania*. *Frontiers*. Retrieved February 7, 2022, from <https://www.frontiersin.org/articles/10.3389/fsufs.2021.621608/full>

Main Goal: To provide at least 2 meals to public primary school students in Dar es salaam to improve their performances in class, increase their attendance as well as exempt them from moving to and from home during break times to go get food. Our target is to start with one meal, (preferably porridge for breakfast), in one school and then expand to other schools in the future.

Specific Objectives: Ensure that each student in the school is provided with a cup of porridge for breakfast and a plate of rice and beans and other food alternatives for lunch every school day. Introduce a club or system in school to sustain a vegetable garden or greenhouse that can serve as not only a primary source of food but also source of income to fund the meal program for the students. Improve the daily performance, concentration, and attendance of students at school

Project Evaluation: The effectiveness of the project will be determined and measured monthly. The attendance, performance and concentration of students will be compared to that of prior times. This will be monitored for the whole academic semester. Our expectations are that the provision of meals will increase the attendance and performance of students during the semester.

Sustainability: Providing meals to students is cheap but it is an ongoing cost. Therefore, every academic year, we will have to come up with funds to cover the costs of providing the meals through donors, partnerships, and fundraising. One part that we are hoping to become more sustainable is the garden. We plan to educate and provide the students and their communities with sustainable equipment and ways of using the garden for food and as a source of income through selling and auctioning the produce to get funds for the meals. Also, I hope to organize galas or activities on Westminster campus every semester to raise funds.

Impact: Providing meals to students impacts various sectors within and outside the community. It not only improves performances and attendance rates in school but also eases the burden of parents who can't afford to feed their children on a constant basis. Furthermore, it decreases malnutrition cases, illiteracy rates as well as the overall mental health and growth of the students. All these are among global public health issues that are often discussed and assessed globally. Therefore, the success of this project not only ensures food security and a better education for students but also contributes to the accomplishments of 3 of the 17 SDGs and global public health issues.

Partnerships:

During my time in Dar es salaam, I will partner with Keem Kalungwa, a graduate of the University of Dar es Salaam with a degree in Finance, and Leodger Leornard, a representative of the Youth of United Nations Association Tanzania (YUNA). I am a Public Health major and entrepreneurial studies minor at Westminster College. Keem and I are both passionate about making an impact in our communities through the provision of knowledge and equipment that promote the practice of good nutrition values. Keem's experience in finance will aid in managing the cashflow, marketing and creating a sustainable funding scheme for the meals. I also have experience with project planning and execution.

Moreover, as a member of YUNA in Tanzania, I am aware that the organization is always working towards the accomplishment of the 17 SDGs. This project touches primarily on SDG #2: zero hunger, #3: Good health and well-being as well as #4: Quality Education. Therefore, partnering with YUNA is beneficial to us in various ways. To mention a few, YUNA will help us with data and statistics about which schools to target first, support us with marketing and organizing of fundraisers, connect us with potential partners and donors as well as attaining volunteers for our project. All of these are vital components for the success of the project.

Tentative schedule of implementation:

February 1, 2022 – March 31, 2022: Identify target school, communicate with head teacher to discuss the implementation of the project in their school, meet with YUNA representatives, visit the site, start making a framework for the project and start brainstorming fundraising.

April 1, 2022 – April 30, 2022: Continue with brainstorming and planning of the fundraiser for the prospective academic year (2023), identify potential of structuring a greenhouse/garden, dining, and kitchen, arrange for my travel, start looking for potential chefs and kitchen workers

May 1, 2022 – May 31, 2022: Start on the implementation of the kitchen, dining area and the garden/ greenhouse. Travel, begin marketing and preparing for the fundraiser event, form a club to emphasis on education and sustainability of the garden in school

June 1, 2022 – June 30, 2022: Fundraiser event(s) takes place, shop for cooking utensils and food supplies, finalize the kitchen and dining hall area, evaluate progress on garden, finalize hiring of chefs and kitchen workers

July 1, 2022- Aug 1, 2022: Begin regularly distributing meals to students

Name: Fildaross Swai
Project Name: Nourished Minds
School: Westminster College, MO

Note: all funds in US dollars.

Projects for Peace grant: \$ 10,000.00
 Additional Funding, if any:
Total funding available: \$ 10,000.00

TOTAL FUNDS REMAINING:
 \$ -

TOTAL EXPENDITURES:
 \$ 10,000.00

Student Expenses					Project Expenses				
Travel (Including Airfare)	Lodging	Communications	Food (Biweekly)	Miscellaneous	Non-Student Travel and Lodging	Direct Equipment and Supplies	Marketing and Event Support	Staffing Costs	Miscellaneous
		25			300	6075	1000	2000	600
Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
\$ -	\$ -	\$ 25.00	\$ -	\$ -	\$ 300.00	\$ 6,075.00	\$ 1,000.00	\$ 2,000.00	\$ 600.00

Total Student Expenses: \$ 25.00

Total Project Expenses: \$ 9,975.00

Budget Explanation: Since I am a MasterCard Foundation Scholar, my flight to and from Westminster college is paid for during the break. Therefore, I won't have to include my personal travel expenses in the budget. All my other colleagues and I live in Dar es salaam Tanzania; meals and housing expenditures are covered for. Therefore, most of the money will be used for the project expenses. The only personal expense will include money for data bundles and miscellaneous of which might be used for emergencies.