



Republic of Kenya

SCHOOL NUTRITION AND MEALS STRATEGY FOR KENYA

Ministry of Education, Science and Technology

Ministry of Health

Ministry of Agriculture, Livestock & Fisheries

Draft version - February 2016

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Foreword

It is our pleasure to present the National School Nutrition and Meals Strategy for Kenya, developed by the School Health, Nutrition and Meals Programme Coordination Unit at the Ministry of Education, Science & Technology (MOEST), with inputs from other ministries, counties, sub-counties and schools, development agencies, NGOs, educationists and other development practitioners with support from development partners.

This strategy is aligned with Kenya Vision 2030 and takes into account what has been established so far by policies of special importance to the cross-sector approach of home-grown school meals, including those from education, health, social protection and agriculture sectors.

This strategy further complements the provisions of the National School Health Policy and the associated National School Health Guidelines (2009) into a school meals framework with six strategic objectives. Above all, the strategy urges for inter-ministerial coordination, multi-sectoral planning and standing monitoring and evaluation for a home-grown school meals to all children in Kenya.

The development of this Strategy has been characterized by extensive stakeholder consultations and analytical work by a multi-sectoral team. The process identified six key areas of concern for school meals provision in Kenya, namely:

- Hunger, malnutrition and unfolding negative impacts among school age children;
- Sufficient and stable financial sources for school meals at all levels;
- School meals governance and management structure;
- Transition to Home-Grown School Meals models;
- Adequate capacity development support for food procurers and smallholder farmers to provide suitable and diverse production for school meals;
- Participation of governments at all levels as well as communities and parents; and
- Infrastructure and environmental safety in schools.

These concerns are addressed in this Strategy, which is a live and dynamic document. It will be subject to revisions and improvements as the need arises.

Minister of Education, Science
& Technology

Minister of Health

Minister of Agriculture,
Livestock & Fisheries

Date: _____ Date: _____ Date: _____

Preface

The School Nutrition and Meals Strategy was developed to guide the implementation of Kenya's School Meals initiatives at all levels, abiding by the broad national goals as stipulated in the country's Vision 2030 and in alignment with the Kenya Constitution (2010). It also builds upon relevant policies and laws that relate to education, health and nutrition of the Kenyan school children, as well as the development of smallholder farmers.

This Strategy highlights how a robust, nationally-owned, sustainable and cost-effective set of school meals initiatives can address key goals in different sectors, including: enrolment, retention and transition rates, food insecurity, nutrition, health and hygiene practices, besides smallholder farmers' sustainability, capacity development and local sustainable development. It recognises how school meals programmes can generate a structured demand for food that benefit smallholder farmers, the local market and the enabling systems surrounding it. The school meals strategy articulates Government objectives in School Meals, Health and Nutrition and clarifies the roles and responsibilities of all partners involved.

The National School Nutrition and Meals strategy was developed through wide consultation. We would like to acknowledge the commitment and support from our development partners, practitioners from the ministries of Education, Science & Technology, Health, and Agriculture, Livestock & Fisheries, as well as all stakeholders who made important contributions to the development of this strategy.

We therefore call upon all stakeholders and development partners to use this strategy as the basis for school nutrition and meals interventions to achieve the expected educational outcomes and build a strong national programme in Kenya.

We look forward to continued cooperation as we embark on the implementation of the Strategy.

Permanent Secretary,
Ministry of Agriculture,
Livestock & Fisheries

Permanent Secretary,
Ministry of Education,
Science & Technology

Permanent Secretary,
Ministry of Health

Date: _____

Date: _____

Date: _____

Acknowledgements

Abbreviations and Acronyms

ASDS	Agricultural Sector Development Strategy
BOM	Board of Management (at schools)
NGO	Civil Society Organization
ECD	Early Childhood Development
ECDC	Early Childhood Development Centre
EFA	Education for All
FAO	Food and Agriculture Organization of the United Nations
HGSMP	Home-Grown School Meals Programme
KEBS	Kenya Bureau of Standards
M&E	Monitoring and Evaluation
MOALF	Ministry of Agriculture, Livestock and Fisheries
MOEST	Ministry of Education, Science & Technology
MOHS	Ministry of Health
NEPAD	New Partnership for African Development
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
SNM	School Nutrition and Meals
SHNM	School Health, Nutrition and Meals Coordination Unit at MOEST
SMC	School Management Committee
SME	Small and Medium Enterprise
UN	United Nations
UNICEF	United Nations Children's Education Fund
WFP	World Food Programme

Executive Summary

This strategy provides a roadmap for the implementation of school meals in Kenya. It is based on the commitment of the Government of Kenya to ensure school children are well nourished, healthy and are able to learn.

The first underpin is the **Kenya Constitution** (2010), recognizing food as a human right under the Bill of Rights. This chapter expressly guarantees all Kenyans their economic, social and cultural rights including basic rights to health, education, food and decent livelihoods. The second underpin is the **Vision 2030**, which aims to transform Kenya into a newly industrialising, middle-income country providing a high quality of life to all its citizens by the year 2030.

The other policy documents relevant to school meals and to which this strategy is aligned to include:

- **Basic Education Act (2013)**
- **MOEST Sessional Paper No. 14 of 2012**
- **National Education Sector Plan (NESP) 2013-2018**
- **Education and Training Medium Term Plan Two (MTP II) 2013-2018**
- **Ministry of Education Strategic Plan 2013-2017**
- **School Health Policy 2009**
- **Food and Nutrition Security Policy (2011)**
- **Health Policy 2014-2030**
- **Food and Nutrition Security Strategy 2015-2025**
- **National Nutrition Action Plan 2012-2017**
- **National Social Protection Policy (2011)**

This strategy builds on these policies to forge a national programme supported by multiple partners and with an aim of ensuring that all children in primary schools in Kenya have a hot midday meal each school day. The following are the strategic objectives of this document:

1. **To increase** intake and awareness of adequate, culturally appropriate nutritious meals amongst school age children;

2. **To improve** enrolment, attendance, retention, completion and learning of school age children with equity;
3. **To promote** economic, social and agricultural development;
4. **To develop** mechanisms for a nationally-owned and sustainable programme;
5. **To promote** partnerships for resource mobilization for school meals;
6. **To strengthen** governance and multi-sectoral coordination mechanisms for the school nutrition and meals programme.

This strategy also recognizes the following school meals modalities:

Centralized: Procurement is done centrally and the food is distributed to schools for preparation of meals, either at national or county levels;

Decentralized: Funds are transferred to schools, which undertake the procurement at local level; when procurement targets direct purchase from local smallholder farmers, it is referred to as a Home-Grown School Meals initiative. This can take place at the national, county and school levels.

Any given combination of the latter can be overlapped at local level. In such cases a common ground for coordinated efforts is of utmost importance, which is why this Strategy was developed.

This strategy recommends the Home-Grown School Meals as the most appropriate and sustainable approach for Kenya. Evidence shows that home-grown school meals programmes bring about improvements in children's universal access to education and nutrition whilst strengthening food and nutrition security of children, their households and communities. This modality offers local smallholder farmers access to stable markets and development opportunities, thus promoting local sustainable development.

The School Nutrition and Meals Strategy gives room for communities and schools to have their own initiatives whilst providing an implementation framework at the National and County Government levels. In this regard, the strategy recommends that it is necessary for both National and County Governments to jointly coordinate school meals in order to feed the children and to properly implement this strategy.

Finally, the strategy provides guidance for resource mobilization and monitoring and evaluation to ensure school meals initiatives are sustainable and implemented with stable and sufficient funding.

CHAPTER I: INTRODUCTION

1.1 Background

Universal access to free and compulsory basic education is a key tenet of the Kenya Constitution (2010), which provides the mandate for school meals by stipulating in Section 53:

(1) every child has the right [...]

(b) to free and compulsory basic education;

(c) to basic nutrition, shelter and health care.”

As acknowledged by the first four Sustainable Development Goals and the Zero Hunger Challenge, it is clear that the leading cross-cutting issues of the global agenda are to eradicate hunger and poverty, achieve food security, ensure inclusive and equitable quality education and promote healthy lives. These goals guide countries to improve their population welfare and to promote long-term development.

Free Primary Education was adopted as a state policy in 2003, and building human capital through quality education is a central pillar of the Government’s Vision 2030. The National Education Sector Plan (NESP) 2013-2018 sets out a shared reform programme for the sector, placing emphasis on the quality of education after the exponential expansion of access to school at both primary and secondary levels since 2003.

However, despite significant progress, the education sector still faces regional inequalities. Children in regions such as the arid and semi-arid lands, including pockets of poverty in rural and urban areas, still face disadvantages in education due to a combination of factors including food insecurity, conflict, and inadequacy of school models in regard to pastoralist lifestyle, as well as high malnutrition and stunting rates. Accordingly, children from poorer households systematically achieve lower competency levels on all tests and across all ages.¹ Across the country, access to early childhood education is still inadequate.

Kenya has achieved significant economic growth and performance. Still, inequality persists. In this regard, evidence shows that economic growth is unlikely to be inclusive without proper and incisive action of public policies.² According to official data, the population living below the

¹ UWEZO. (2013) *Are Our Children Learning: Literacy and Numeracy Across East Africa*. Available at: <http://www.uwezo.net/wp-content/uploads/2012/08/2013-Annual-Report-Final-Web-version.pdf>

² Tsounta, E.; Osueke, A. I. (2014) *What is Behind Latin America’s Declining Income Inequality?*, IMF Working Paper 14/124. Washington: IMF.

poverty line is still about 45.5%.³ Of these, about 80% live in rural areas and primarily pursue agriculture-based livelihood strategies⁴. Poverty, food insecurity and malnutrition are particularly severe in the arid and semi-arid lands, which cover 80 percent of Kenya's land area and comprise a third of the population.⁵

According to the Economic Review of Agriculture (2011), 51% of the population lacks access to adequate food. Within these, there are those who suffer from chronic food insecurity, and others who suffer transient hunger occasioned by droughts, floods, and crop and livestock diseases. Moreover, millions of Kenyans still face famine and the number rapidly rises with the impacts of climate change. Drought and flooding cycles appear to be increasing in frequency and intensity,⁶ eroding livelihoods and forcing poor households to resort to coping mechanisms that have long-term negative implications for their well-being, such as withdrawing their children from school and selling off productive assets.

Access to food is an ongoing issue. In fact, in some regions per-capita food availability has dropped by 10 percent over the last three decades.⁷ Food inflation averaged 11 percent annually from 2010–2014, with peaks of up to 26 percent.⁸ Food availability in the arid areas is constrained by poor roads and long distances to markets, whilst communal conflict exacerbates food insecurity. Food poverty ranges between 60 percent and 90 percent, and households headed by women are the most vulnerable.⁹ Populations in the semi-arid, agro-pastoral and marginal agriculture areas are less food-insecure but highly dependent on seasonal rain-fed crops. Production is also hindered by low uptake of modern and sustainable agronomic practices.¹⁰

Micronutrient deficiencies continue to be prevalent during crucial life stages in Kenya. Fifty-five percent of pregnant women have iron deficiency anaemia, which contributes to high maternal mortality. Many households cannot afford an adequate diet and nutrient-dense foods for young children are not readily available. These factors are compounded by inappropriate feeding and

³ As displayed in UNDP Kenya Office website (source: Government of Kenya). Url: <http://www.ke.undp.org/content/kenya/en/home/countryinfo/> (Access: 22 February 2016.)

⁴ Agricultural Sector Development strategy 2010-2020.

⁵ FITZGIBBON, C. (2012) *Economics of Resilience Study – Kenya Country Report*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228500/TEERR_Kenya_Background_Report.pdf

⁶ *Ibid.*

⁷ World Food Programme and Government of Kenya. (2013) *Market Dynamics and Financial Services in Kenya's Arid Lands*.

⁸ African Development Fund. (2003) *ASAL-based livestock and rural livelihoods support project*. Nairobi.

⁹ *Ibid.*

¹⁰ Ministry of Education, Science and Technology. (2015) "National Education Sector Plan: Volume Two: Operational Plan 2013-2018". Nairobi: MOEST.

childcare practices and a high disease burden. Nationally, an estimated 26% of children were classified as chronically undernourished¹¹.

Based on the most recent learned lessons and challenges in the implementation of school meals initiatives, this Strategy presents guidelines to ensure a coordinated approach for any school meals in Kenya, so all school children receive healthy, safe, nutritious and culture-sensitive school meals.

The National School Nutrition and Meals Strategy will consider the transversal links between education, agriculture, health and social protection. It defines clear roles for Government at all levels, private sector, communities and other actors in this effort.

1.2 Related Legal Frameworks and Policies

The School Nutrition and Meals Strategy provides guidelines for school meals in Kenya in line with existing policies.

The Government of Kenya is committed to improving the livelihood of its citizens, as demonstrated by policy and legislative steps undertaken. The paramount step is the promulgation of the **Kenya Constitution** (2010), Chapter 4, which expressly guarantees all Kenyans their economic, social and cultural rights including basic rights to health, education, food and decent livelihoods. The **Vision 2030** aims to transform Kenya into a newly industrialising, middle-income country providing a high quality of life to all its citizens by the year 2030. Under its economic and social pillars, the **Vision 2030** further emphasises the enhancement of productivity of crops and livestock, incomes, and food security and nutrition.

Other policy documents relevant to school nutrition and meals programme include:

- The **National Food Nutrition Security Policy** (2011) states that the Government is committed to eradication of hunger and malnutrition in the entire country, and has a component addressing school meals and health and nutrition education in schools;
- The **Food and Nutrition Security Strategy** and the **National Nutrition Action Plan (2012-2017)** highlight improving nutrition and school feeding in schools, public and private institutions among its strategic objectives;
- The **National School Health Policy** (2009, under revision) recommends the provision of balanced school meals in all Kenyan schools. Developed jointly by MOEST and Ministry of Health, its objectives include promoting gender equality and equity, enhancing child

¹¹ Kenya Demographic and Health Survey - KDHS 2014.

rights and protection in schools, and promoting the nutritional status of school children. It further states the children's right to health and nutrition services, water and sanitation, and to education as guiding principles. Therefore Food and Nutrition Security is, together with free education, among the key priorities for the Government, as stipulated in the **Medium Term Plan (MTP) 2013-2017** and in the **National Food and Nutrition Security Policy (2011)**. Ongoing nutrition and Water, Sanitation, and Hygiene Promotion (WASH) education in schools, a mutual benefit approach when integrated with school meals, abides by the Government's priority toward health and nutrition promotion in schools as stipulated in the **Food and Nutrition Security** and the **School Health** policies;

- The **National Social Protection Policy** recognizes school meals as a crucial safety net for school children and their families to enhance their livelihoods in the long run and to strengthen and expand the coverage of social protection;
- The **Food and Nutrition Security Policy (2011)** states: *"It is the policy of the government that all Kenyans, throughout their life-cycle, enjoy at all times safe food in sufficient quantity and quality to satisfy their nutritional needs for optimal health."* In Section 5.1.6, the Government recognizes that school meals contribute to reduced hunger, which helps children to concentrate on their studies. School meals are also recognized in the same section as a tool to address specific micronutrient deficiencies in school age children, particularly iodine and iron, which directly affect cognition and can impact school performance. The Government commits to enhance school meals programme by, among other things, establishing standards and regulations for school meals initiatives that cover storage, preparation, handling and quantity of food served to students; improve the quality of and expand the school meals programme to include pre-schools and boarding schools in collaboration with local communities. It further determinates health and nutrition education in schools as a component of the policy. The **Food and Nutrition Security Strategy** highlights fourteen priority nutrition areas, including: micronutrient deficiency prevention and control, nutrition promotion, institutional feeding (which explicitly mentions school feeding) and, among others, data collection and cross-sectoral data analysis on food and nutrition. The **National Nutrition Action Plan (2012-2017)** further establishes as its 7th Strategic Objective as to "promote appropriate nutrition for school children and adolescents";
- The **National School Health Policy (2009, under revision)**, developed jointly by MOEST and Ministry of Health, recommends the provision of balanced school meals in all Kenyan schools. Its objectives include promoting gender equality and equity, enhance child rights and protection in schools, and promote the nutritional status of school

children. It further states as a guiding principle the children's right to access health and nutrition services, to water and sanitation, and to education;

- In the Ministry of Education, Science and Technology (MOEST), the **Sessional Paper No. 14 of 2012** aims at transforming education. The implementation framework of this goal is the **National Education Sector Plan (NESP)** (2013-2018), which is the Government's commitment to implement the requirements of **The Basic Education Act, 2013**, the **Strategic Plan of the Ministry of Education**, the **Medium Term Plan Two (MTPII) 2013-2018**. Considered altogether, these documents require the Government to set aside resources for school meals. In the Sessional Paper, the Government Commits to adopt a holistic approach to ensure the provision of water and sanitation in schools, immunize and de-worm children regularly, feed and register births. There is also a commitment of Government to implement the School Health and Nutrition Policy. NESP recognizes health and nutrition as crucial on the overall achievements of school age children, and commits to "encourage the introduction of sustainable school meals programme in high/medium potential areas with the support of communities" (Pg. 70).

1.3 Rationale

School Meals interventions have been proved as an effective investment that provides quantifiable returns.¹² In this regard, school meals in Kenya support children's development to become healthy and productive adults, breaking the cycle of hunger and poverty especially in the most vulnerable areas.¹³ A recent study in Kenya indicates that the investment of 1 US dollar in home-grown school meals returns 9 US dollars to the economy.¹⁴

Evidence shows the cost-benefit of school meals initiatives and their multidimensional outcomes. The multi-sectoral approach for school meals proposed in this Strategy makes the case for coordinated and complementary funding between government levels and sectors, and partners as well.

Global evidence on locally-sourced school meals reveals a multiple-win opportunity for policymakers with important benefits for school achievement, employment and economic growth. Providing nutritionally balanced school meals with health and nutrition education and health deliver improved school performance, nutrition literacy as well as employment and income in later life.¹⁵ The Government recognizes that the combined direct and indirect

¹² See Appendix 1 for Chart on Nutrition, Health and Educational benefits mutually reinforcing effects make school meals a unique and robust intervention. Source: Investment Case Study for School Meals Programme in Kenya, 2016.

¹³ WFP, 2016. Investment Case Study for School Meals Programme in Kenya.

¹⁴ Idem.

¹⁵ Idem.

impacts of school meals on school children, their families, smallholder farmers and local economies promote sustainable development and inclusive growth.¹⁶

The Strategy contributes to the objectives of the Government in its fight against poverty and hunger and promotion of food and nutrition security. Integrated systems connecting education, agriculture, health, nutrition and social protection have been a successful solution to support local social and economic sustainable development in African countries. Combined intervention unleashes a chain of beneficial impacts that break the cycle of poverty: better child nutrition supports better education, which supports improved dietary and health choices by mothers, which in turn leads to better birth outcomes and enhanced educational success for the next generation.¹⁷

This Strategy is based on evidence from existing programmes and is founded on goals of key policies of Kenya, particularly the Constitution. It aims at providing essential information necessary for guiding school meals interventions in the country. As such, this strategy guides implementation at national, county or school level, with multiple funding sources.

The National Education Sector Plan 2013-2018 identifies Home-Grown School Meals (HGSM) as the preferred strategy for providing school meals in Kenya. Home-Grown School Meals (HGSM) is a school meals approach aimed at prioritizing direct purchase from local smallholder farmers, embedding schools meals planning with health and nutrition education, and ensuring that school meals are both nutrition-sensitive and culture-sensitive, thus respecting dietary habits whilst providing adequate intake of macro and micronutrients for all school children. HGSM programmes capitalise on education, health and nutrition benefits of school meals while multiplying advantages for farmers and communities and being more cost-effective.

Such approach to school meals builds direct links between school demand for nutritious food and the production from smallholder farmers at the local level, bringing about diverse benefits for children and farmers households and local economies overall. Hence home-grown school meals initiatives bring about opportunities:

To bolster efforts towards children's universal access to free education;

To strengthen food and nutrition security of children, their households and communities, especially amongst the most vulnerable groups;

For smallholder farmers to access structured markets and build capacities;

¹⁶BARRIENTOS, A. & SABATES-WHEELER, R. (2006) *Local economy effects of social transfers – final report*. Brighton: University of Sussex.

¹⁷ Global Panel, 2015. Health Meals in School: Policy Innovations Linking Agriculture, Food System and Nutrition. Policy Brief. London, UK: Global Panel on Agriculture and Food Systems for Nutrition, p,3.

For governments to leverage education, health, social protection and agriculture policies;

To improve cross-sector coordination mechanisms towards global goals such as tackling hunger and poverty and spurring sustainable and inclusive development.

By offering stable markets, it offers unique opportunities to strengthen smallholders and community capacities and improve their income, ultimately improving livelihood opportunities and sustainable and inclusive development. Regarding supply chains, the shortest option is often the most cost-effective, benefiting both smallholder farmers and schools with better selling and purchase prices. In this regard, home-grown school meals also prioritize direct purchase from smallholder farmers instead of purchase from traders. The purchase from smallholder farmers organized in associations or cooperatives is the primary option, because it facilitates the purchase planning of schools and the procurement processes.

All initiatives of school meals should aim at promoting this approach to the extent possible, with an overarching goal of a countrywide (universal) programme. This strategy, related policies and guidelines will provide a common ground for all school meals initiatives, bringing about multiple positive outcomes towards the development of Kenya.

By boosting the link with local smallholder farmers supply, this programme can further contribute to improve food and nutrition security and promote health and nutrition education.

1.5 Vision, Mission and Strategic Objectives

Vision

The vision of this strategy is:

School children are well nourished, healthy and are able to learn.

This vision is anchored in the Kenya Constitution (2010), Article 43 (1) sections (c) and (d), which states that

“Subject to availability of requisite resources, the Government shall ensure that every Kenyan has a right to be free from hunger, to have adequate food of acceptable quality, uninterrupted supply of clean and safe water in adequate quantities.”

Mission

To provide, promote and coordinate the School Nutrition and Meals Initiatives in Kenya.

Strategic Objectives

The strategic objectives of the School Nutrition and Meals Strategy are:

1. **To increase** intake and awareness of adequate, culturally appropriate nutritious meals amongst school age children;
2. **To improve** enrolment, attendance, retention, completion and learning of school age children;
3. **To promote** local economic, social and agricultural development;
4. **To develop** mechanisms for a nationally-owned and sustainable programme;
5. **To promote** partnerships for resources mobilization for school meals;
6. **To strengthen** governance and multi-sectoral coordination mechanisms for the school nutrition and meals programme.

1.6 Guiding Principles

The following are the guiding principles of the strategy:

Rights-based approach: the right for every child to basic nutrition, to be free from hunger and to have adequate food of acceptable quality as enshrined in the Kenya Constitution (2010);

Equity and gender focused: Ensuring equity across regions and the promotion of gender equality;

Direct purchase from local smallholder farmers: Procurement will prioritize direct purchase from smallholder farmers from the locality, then region and national levels until adequate supplies are found;

Nutrition-sensitive: any intervention must follow nutrition standards and requirements and serve nutritious meals at the schools;

Culture-sensitive: encourage and promote healthy regional dietary habits and ingredients for the composition of school meals;

Health and Nutrition Education: the health and nutrition education is embedded in school meals initiatives and needs to be promoted;

Shared responsibility: school nutrition and meals implementation is a shared responsibility between national government, counties, sub-counties, local communities and all other stakeholders;

Sustainability: stable government funding is required to support the national school nutrition and meals programme. The National Programme will also embrace different school meals initiatives supported by multiple partners, communities and other stakeholders under the guidelines of this strategy;

Integrity and Accountability: all stakeholders commit to act in an honest, accountable and transparent manner in all the undertakings;

Flexibility: School Meals Initiatives in Kenya can have multiple modalities, food basket composition possibilities and sources of funding whilst abiding by this National Strategy;

Alignment with international and national documents: this Strategy is aligned to the broader global and continental agenda, national plans, policies and strategies of various sectors (health, education, agriculture, water, commerce and industry, social protection etc.);

Decentralization: Decentralization guarantees equitable access to good health and nutrition among school age children in Kenya;

Multi-sectoral coordination and collaboration: School Meals interventions require multi-sectoral approach and dialogue for its multiple positive impacts. Consequently, different sectors coordination must be complementary. This is critical for a successful implementation, which will maximize financial and human resources.

Partnerships: the core value of this strategy is partnership between stakeholders involved in School Nutrition and Meals. This implies working together, maximizing each actor's comparative advantages, exchanging and discussing to reach understandings towards common goals. The improvement of synergies will bring multiple benefits for those involved.

Community participation: School Community participation and empowerment is critical to the implementation of the programme. Community plays diverse roles and responsibilities throughout the school nutrition and meals programme implementation and supports the government to deliver this service.

Trainings on the implementation of the School Nutrition and Meals Programme to the community must be regular to task them with the responsibility of managing the programme at local level.

CHAPTER II:

SITUATION ANALYSIS OF CURRENT SCHOOL MEALS PROGRAMMES IN KENYA

2.1 Introduction

This chapter briefly describes the current school meals programmes in Kenya. Currently they are implemented by the National Government whereas others are being implemented by counties or communities. Some of these programmes are presented below, followed by the main lessons learned and the key issues and challenges.

2.2 School Meals Programmes in Kenya

National Government Programmes

The Government of Kenya has undertaken different School Meals Programmes in recent years. The MOEST implements jointly with the World Food Programme in the arid and semi-arid lands, whilst the Agriculture Sector implemented another programme in areas with a better developed agriculture sector. The current Home-Grown School Meals Programme (HGSMP) is implemented under the School Meals and Health Unit of the Ministry of Education and the Njaa Marufuku Kenya Programme is implemented by the Ministry of Agriculture. The approach used in these initiatives is multi-sectoral, involving the participation of various ministries and development partners.

The Home-Grown School Meals Programme (HGSMP)

In 1980, the Ministry of Education, Science and Technology (MOEST) and the World Food Programme (WFP) initiated the school meals programme in the Kenya's arid and semi-arid lands. This programme was characterized by centralised sourcing of food by WFP from a range of international and national suppliers.

Kenya later introduced a more sustainable and nationally-owned Home-Grown School Meals Programme (HGSMP), prioritizing the local food supply to schools. Under the HGSMP, the Government disburses funds directly to schools and provide valuable guidelines on key aspects such as the nutritional composition of food baskets, adequate procurement processes and monitoring and evaluation. The programme builds the capacity of all actors involved in the

implementation of the HGSMP, but has a gap on the training and capacity development of smallholder farmers, as well as other measures that could be undertaken by the Agriculture sector in governments to spur smallholder sustainability.

The HGSMP was first launched in 2009 in the semi-arid regions. Since then, it has expanded to become one of Kenya's flagship projects for children from food insecure households to access primary school education whilst providing smallholder farmers with further access to structured markets.

The amount of cash transferred to each participating school is based on enrolment, number of feeding days and estimated cost of a meal per child per day, which is sensitive to the school's specific region market prices and the school's distance to these.

The Home-Grown School Meals Programme has proved to be very efficient despite diverse challenges in the implementation. The decentralized option of direct cash transfer to schools, based on the number of pupils enrolled at each school, has been able to feed children in different regions and enabled the government to strengthen efficiency, accountability and implementation, increasing local ownership.

However, practitioners have also faced challenges to achieve sustainability, mainly due to the insufficient disbursement from the National Government and the unstable nature of other funding sources at disposal. To some extent, head teachers and parents managed to compensate for insufficient fund transfers by overstressing the use of local resources, especially parents contribution—thus the stable financial sourcing is a serious challenge to the success of this programme.

Based on a minimum food basket¹⁸, the HGSMP encourages the addition of complementary products according to local needs through complementary funding from government levels other than national level.

Another key achievement was the establishment of committees at all participant schools. In them, parents and community have the opportunity to participate actively and own the decisions taken, enhancing the achieved outputs and outcomes. Once funds are received, School Meal Programme Committees (SMPC) at each school procure the food required based on a structured planning. In doing so, they are expected to adhere to the national rules for public procurement, as well as the specific rules laid down in the specific Programme Implementation Guidelines.

¹⁸ The daily meals provided by schools are expected to provide a minimum of 150 grams of cereals, 40 grams of pulses, 5 grams of vegetable oil and 3 grams of salt.

Food is delivered by the supplier to the school, where the delivered quantity and quality are verified and the payment is made. Thereafter, the responsibilities of schools focus on food management, safe preparation of meals, and monitoring and reporting. Under the HGSMP, schools are thus not only the institutions that provide education to children, but also become stable, predictable local markets, a valuable incentive to local farmers to increase and improve their production and to government sectors to coordinate efforts towards common goals.

The Njaa Marufuku Kenya Programme

This programme was launched by the Ministry of Agriculture in 2005 and was designed towards agricultural development. The programme has four components:

1. Support to Community-Driven Food Security Improvement Projects, which aims to increase food availability (small grants provided to community groups for scaling up agricultural activities such as irrigation, high value crops, value addition, livestock, etc.);
2. Support to community-level Nutrition and School Meals Initiatives;
3. Support to Private Sector Food Security Innovations, aimed at improving food access through promotion of income (agro-processing and value addition);
4. Project Management and Coordination.

The programme has had overall positive impacts on school enrolment, learning and cognition and nutrition.¹⁹ One of its key achievements was the link between school meals and provision of training and extension for smallholder farmers to enhance their access to these markets.

This Programme targeted regions that are not the most nor the least developed in terms of agriculture and social and economic conditions, and provided support to school meals in targeted schools over a 3-year period. During this time, funding is reduced on the belief that this approach spurs local ownership and sustainability. Thus, the programme covers: 100% of the children in the first year; 75% of the children in the second year; and 50% of the children in the third year. The funds given to the school were also used to create school gardens for both health and nutrition education purposes and supplementation of school meals.

Community supported initiatives

There are other school meals initiatives undertaken by communities and school authorities without the support of county or national government. These initiatives are not regular, taking

¹⁹ ACF International (2013). *RECONCILING AGRICULTURE AND NUTRITION: Case study on agricultural policies and nutrition in Kenya*.

place when there is a good harvest. The salient characteristics of these *ad hoc* school meals initiatives are as follows:

- Parents contribute with money for school meals as part of the school fees per 3 month school term or with cash or food donations in kind;
- The menu is in most cases boiled maize and beans;
- School Meals Committees buy the food and make arrangements for cooking and serving to students;

Some support is received from private and non-profit sectors.

2.3 Lessons Learnt

During these years of implementing school meals programmes in Kenya, the following main lessons may be stressed:

Positive impact in educational indicators: Evaluations reports indicate that school attendance drops when meals are not provided; especially in arid regions, school meals are often the only meal a child will have that day, and in some cases children received less food at home the days they had meal at school, which makes the case for combining hot meals and take-home rations in specific regions. Increased attendance does not always equal increased performance; however, it does play a significant role in it;

Mainstream the School Meals Programme into the national policies and frameworks: The main preconditions for the transition to a sustainable national programme include the mainstreaming school meals in national policies (coordination education, social protection and health sectors), to national financing coordination and implementation capacity at all levels;

Importance of continuity: assure that school meals are served during the whole school year. This is of utmost importance for the impact at the educational indicators and to the smallholder farmers selling food to the schools;

Strengthening of institutional capacity: Investments in developing the capacity of government officials at all levels facilitate the improvement of the school meals programme implementation;

Link to the direct purchase from smallholder farmers: Home-grown School Meals has proved to be cost-effective and a vector of local social development. Therefore, it is important to link the school meals initiatives with government efforts to support smallholder farmers' production diversification, processing (added value), training and cooperative organization. The

Home-grown School Meals Programme in arid areas has demonstrated that with the right support – including building capacities of school and county-level stakeholders, introducing efficiency, transparency and accountability structures – the schools in Kenya’s arid lands, where production is limited and markets relatively weaker, can purchase food locally, and community and teachers are able to implement quality school meals initiatives.²⁰;

Strengthening inter-ministerial coordination and collaboration: inter-ministerial technical and high level committees need to improve their dialogue and are crucial to the successful management of the programme. Issues of productivity, nutritional composition, procurement mechanisms, governance, accountability and financing must be addressed through cross-sector approaches. This strong coordination results in multiples benefits to the different ministries and beneficiaries;

Culture-sensitiveness and nutrition sensitiveness and a context-based approach: Specific regions demand specific components in their school meals initiatives. These include adapted procurement and logistics processes, take-home rations, micronutrient supplementation and funding suitable to the local food prices;

Availability and regularity of funds: Timely and regular disbursements of funds are crucial to the successful implementation of the School Meals Programme. In this regard, adequate budgetary allocations are necessary not just to purchase the food but to enhance institutional capacities at all levels;

Based on successful previous experiences: School meals initiatives run by schools entrenched within the school system should be strengthened;

Strengthening community participation: Community participation plays a crucial role and contributes to the effective implementation of the programme (e.g. through school committees).

2.4 Issues and Challenges

The development of this strategy takes into account the dangers of such programmes, such as:

- Creating unintended negative effects through price changes in local markets;
- The risks that sprout from the increased complexity of adding local procurement to the implementation design;

²⁰HAAG, P. (2014) *External Evaluation of Kenya’s Home-Grown School Meals Programme 2009-2013*.

- The diverse and unequal underlying conditions within and between regions across the country;
- Boosting local production to meet programme demand requires a significant amount of coordination and efforts;
- Identifying the appropriate procurement mechanisms is a delicate exercise of assessing complex trade-offs and unintended negative effects.

In this regard, it is important to stress the importance of the following issues:

- The need to advocate for government commitment;
- Institutional strengthening;
- Community participation;
- Prioritizing of local smallholder supply and direct purchase;
- Review current legal frameworks and procedures to effectively enable smallholder farmers access to markets as suppliers (e.g. establishing other priorities besides lowest price for local purchase, organizing farmers in cooperatives to distribute the supply demand, support schools to coordinate purchases in clusters);
- Technical support to develop capacities at all levels;
- Development of the capacities of programme leadership and communication mechanisms with stakeholders; and
- The promotion of private sector involvement.

Transitioning to Home-Grown School Meals is an emerging approach that is not without challenges.

Adequate budgetary allocations are necessary not just to purchase the food but to enhance institutional capacities and the sustainability of the agricultural sector. Issues of productivity, nutritional composition, procurement mechanisms, governance, accountability and financing can only be addressed through cross-sector approaches.

With the appropriate coordination and joint efforts, combined with the right support – including building capacities of school and county-level stakeholders, introducing efficiency, transparency and accountability structures – even the schools in Kenya’s arid lands, where

production is limited and markets are more fragile, can purchase food locally, and community and teachers are able to implement quality school meals interventions.²¹

Insufficient institutional capacity to coordinate, implement and monitor SNM at all levels is an issue.

School meals bear multi-disciplinary issues that can only be addressed through well-coordinated multi-sectoral approach, particularly between education, health, social protection and agriculture. The lack of an institutionalised coordination mechanism for the school meals policy has been a main hinder as effective coordination is required at all levels, with specific roles and responsibilities clearly defined. It is widely acknowledged that inadequate coordination of planning and implementation of public policies result in undue duplication of efforts and loss in efficiency in the use of resources.

As a consequence of insufficient capacity, monitoring presents another challenge.

While a lot of data has been collected in the past, analysis capacities are lacking. Due to absence of a clear result framework, the monitoring has not achieved sustainability. Continuous reporting and information flow and analysis on school meals initiatives are required to monitor, fix and evaluate both design and implementation. The goals and expected outcomes framework presented in this Strategy, jointly with its deriving results framework, will guide the monitoring and evaluation efforts on a common ground.

²¹HAAG, P. (2014) *External Evaluation of Kenya's Home-Grown School Meals Programme 2009-2013*.

CHAPTER III:

PROGRAMME IMPLEMENTATION

3.1 Introduction

This strategy establishes that school meals interventions, whilst free to be undertaken by all government levels as well as schools, must be established based on a common ground of principles, goals and requirements. Thus, it is of utmost importance that any initiative abides by the recommendations stated in this strategy, as the building process of this document is underpinned by broad participation of multiple sectors from national to local levels as part of the common effort for providing nutritious and safe food for all children in Kenya.

This chapter will present the guidelines for school nutrition and meals strategy implementation, based on the strategic objectives framework.

3.2 Strategic Objectives Framework

Building on core elements of the National School Health Policy and other national documents, six strategic objectives have been developed to deliver the national strategy:

Strategic Objective 1. To increase intake and awareness of adequate, culturally appropriate nutritious meals amongst school age children

The government recognizes that School Nutrition and Meals is a strong tool to increase nutritional intake, meet and promote healthy eating habits and value local cultures and ingredients. Malnutrition in childhood affects school enrolment, retention and overall performance and may even constrain the thorough development of children's potentials. Good nutrition is therefore essential to realize the learning potential of children and to maximize returns to educational investments.

This strategy emphasizes dietary diversity and minimum macro and micronutrient provision through hot meals for the school children integrated with specific micronutrient deficiency strategies from Health sector. It sets requirements for a standard school meal to meet one third of the macro and micronutrient needs of school children. Specific guidelines establish minimum standards for food quality and safety and promotion of hygiene to minimize any risk to the health of children through the programme (see section 3.3. School meals must be adapted to local needs, traditions and food habits, whilst nutrition standards must be observed. To realize the objective of improved nutrition awareness, this strategy promotes

the link between school meals with health and nutrition education for school age children to make nutritious informed food choices through their lifecycle.

Strategic Objective 2. To improve enrolment, attendance, retention, completion and learning of school age children with equity

Improving educational indicators is one of the main purposes of the school meals programme in Kenya. It contributes to enrolment, attendance and retention. Well-fed children are also better poised to achieve better learning results and income in adult life, while hunger impede concentration and undermine the ability of children to participate in the learning process.

Strategic Objective 3. To promote economic, social and agricultural development

The Kenyan Government acknowledges that school meals initiatives have multiple benefits and when integrated to economic, social and agricultural dimensions can produce visible impacts in community development. SNM initiatives must be preferably linked to locally produced food for long-term food and nutrition security, supporting not only school children but also the development of markets, smallholder farmers, traders and caterers, and local food processing industries. This approach creates opportunities for generation of local value addition – the programme can be tailored to promote processing, milling, fortification, catering industries. This is a win-win situation, as children could get more nutritious food, while promoting local industry and production.

This strategy highlights the prioritization of the direct purchase from smallholder farmers to the School Nutrition and Meals Programme. Procurements will prioritize direct purchase from smallholder farmers from the locality, then region and national levels until adequate supplies are found.

Strategic Objective 4. To develop mechanisms for a nationally-owned and sustainable programme

The strategy will encourage different stakeholders to discuss the development of mechanisms which could improve the implementation of the school nutrition and meal programme in Kenya. The strategy foresees a broader participation from central level, counties, sub counties and school community.

A decentralised model will rely on local actors' involvement and active engagement. This will drive the programme. To ensure that the interest of local actors in the programme is maintained, accountability structures will be established and strengthened. The local actors will also receive support for the duties they will render to the programme.

The government's intention is to move towards universal school nutrition and meals programme and this programme will be flexible in order to include different management modalities and partners. These modalities need however to follow the determination of this strategy so as to ensure efficiency through adequate procurement modalities and management. Accountability is a key component of design and implementation, and needs to count on coordinated monitoring and evaluation. The role and responsibilities of all stakeholders in this process will be crucial.

Strategic Objective 5. To promote partnerships for resource mobilization for school meals

Effective implementation of the school nutrition and meals programme will rely on partnerships and resource mobilisation from various sources including public and private sector. Fostering partnership between local, regional, national and international actors will ensure that the objectives of the programme are met.

Strategic Objective 6. To strengthen governance and multi-sectoral coordination mechanisms for the school nutrition and meals programme

Effective coordination and execution of a school meals programme requires strong multi-sectoral governance and institutional arrangements, given the close involvement of the Education, Health, Agriculture and other sectors. Diverse governance and institutional arrangements are seen across countries reviewed. For an effective and sustainable programme, a multi-sectoral coordination platform with legal backing and specific responsibilities and accountabilities should be put place at all levels and relevant sectors of government.

Appendix 2 outlines the strategic objectives in more detail, including the corresponding activities, indicators and expected outcomes. Appendix 3 translates these into a results framework.

3.3 Guidelines for the Design of School Nutrition and Meals Initiatives

The programme implementation will rely on and comply with specific guidelines including:

- The Home-grown School Meals Implementation Guidelines (HGSM Guidelines), which covers:
 - Roles of Management structures for implementation;

- Operation of HGSM at school level;
 - Roles and responsibilities of the SNM Committee at school level;
 - Procurement of food from the home-grown school meals approach, from tender to inspection and receipt of food;
 - Smallholder farmers' participation in HGSM;
 - Food management (stacking, food safety and hygiene, food handling, inspections and stock control, food quality);
 - Standard school meal composition;
 - Food preparation (requirements, adequate facilities, procedures from preparing to serving);
 - School Health, Hygiene and Nutrition Education;
 - Monitoring, Evaluation and Reporting.
- Nutrition surveillance and micronutrient supplementation guidelines (to be developed);
 - Supply chain guidelines covering aggregation, storage and distribution of food for suppliers' capacity development;
 - Strategies to promote local supply.

3.3.1 Nutrition Standards and requirements

This strategy will guide on the minimum school meal composition as suggested below:

Table 1. Standards for composition of 1 school meal

Standards for composition of 1 school meal	
Cereals and root crops (energy foods): cassava, maize, rice, sorghum, millets, sweet potato, yams, Irish potato, bread and chapatti	~150 grams per child per school day
Protein sources and possible substitutes: eggs, pulses (beans, lentils, pigeon peas, cow peas etc.), meat, milk, ground nuts	~40 grams per child per school day
Dairy	½ to 1 cup

Vegetable oil	~5 grams per child per school day
Iodized Salt	~3 grams per child per school day
*Complementary rations of fresh fruits (1 cup) and vegetables (½ cup cooked or 1 cup fresh) should be provided as often as possible.	
When school meals do not suffice, micronutrient powders can be added to cooked school meals to address micronutrient deficiency among school children.	
This amounts to ~30 percent or one third of the daily energy requirements and the dietary diversity needs for a child	

Nutrition surveillance must be in place and integrated with this strategy for the nutrition component to fulfil its goals. Micronutrient supplementation is only possible with adequate strategies and implementation guidelines in place, supported by strong coordination between Health and Education sectors.

Regarding food quality, food safety, storage and preparation, specific guidelines guide the implementation of school meals initiatives. For more information, please refer to the HGSM Implementation Guidelines published by MOEST. Micronutrient supplementation will be addressed in specific guidelines together with standards and procedures for assessment of micronutrient deficiency.

For successful implementation of school nutrition and meals initiatives, appropriate Water, Sanitation, and Hygiene Promotion (WASH) practices in food preparation and provision, and public health standards for food handlers are crucial and need to be observed as cross-cutting issues for all stakeholders at all levels. This also includes respect to standards on preparation and consumption of meals.

3.3.2 Procurement

Procurement Guidelines are being prepared to guide the prioritization of direct purchase from local smallholder farmers. This is a priority for this strategy and a vector to promote social, economic and agricultural development.

3.3.3 Aggregation, storage and distribution of food commodities

School nutrition and meals programme requires complex logistic arrangements, whilst being an opportunity for accessing market for farmers and local processors. Each modality will rely in specific arrangements which will comply to governments' guidelines related to aggregation, storage and distribution of food.

3.4 Management Modalities of School Meals implementation

The School Nutrition and Meals programme include different modalities of implementation as described below:

Centralized: Procurement is done centrally at the national or county and then the food distributed to schools for preparation.

Decentralized: Funds are transferred to schools from the national, county, community or other donors. The schools undertake the procurement; prepare meals and manage the programme through locally established mechanisms.

A mixed model: This is a combination of the centralised and the decentralised models.

Others: covers outsourced modalities and community-based initiatives.

Centralized modality

This modality refers to the direct supply of food to schools. The food is either procured internationally or locally, then distributed to schools. Either the government or a delegated institution organizes the procurement process, purchases the food and is responsible for the logistics to deliver it to schools. In this case, logistic arrangements can be shared between institutions or partners through several different models according to each region's capabilities and constraints.

In-kind provision is of special relevance in areas where food supply chains are not well organized or if the decentralised procurement is too difficult, e.g. in remote areas.

Decentralized modality

Purchases are organized at school level. In this case, funds are often transferred to schools, which will be responsible for purchasing, storing, preparing and serving the meals. This

modality has been widely used in Kenya, most often combined with the targeting of local smallholder farmers for food supply.

Mixed modality (combination of centralized/decentralized components)

This is a combination of centralized and decentralized models. An institution can either receive funds and procure food locally or receive food which has been procured centrally. This modality will allow the different stakeholders to organize their school nutrition and meals initiatives according to their needs and particularities while following common policies and guidelines. Specific instructions on each of these arrangements will be prepared.

Others

Outsourced Modality – catering services

In this modality, the supply is outsourced. Catering services can be contracted by schools or governments to supply and deliver food. Another possibility is to have a partner contracted by the Government to manage the entire programme that involves food procurement, supply of food to schools, payment of cooks, monitoring and accountability of the programme to the Government and donors.

Community-Based

In this modality, parents contribute food or money to purchase food. In some experiences, communities play a fundamental role either complementing the programme funding and overseeing its implementation or providing autonomous management and meals for their school children.

3.5 Programme Sustainability and Resource Mobilization

Resources mobilization strategy

The Government has been steadily increasing its budget for school meals in recent years due to its importance in enhancing access to basic education, particularly in the arid and semi-arid regions. The Home-grown School Meals initiative was started with budgetary allocation of KSh 400 million in 2009, which has progressively increased up the allocation of KSh 850 million by 2015. Its coverage increased from 550 thousand to 850 thousand school children during this

period. Given that WFP is expected to hand over more students in the subsequent years as agreed in the transitional arrangement, more funds will have to be allocated, including by other partners, to meet the growing demand.

The sustainability of the school nutrition and meals must not rely on a single source. Broader mobilization is necessary to reduce risks and provide room for scaling-up of school meals interventions in moments of food insecurity due to nature or human causes, such as the plunge in some regions' harvests in the 2010-2011 period.

This section takes into account the strategy for mobilization of resources for financial support, in-kind food support, as well as for sustainable agriculture production and community participation.

Resources mobilization – Financial support

The paramount issue in resources mobilization is to ensure enabling environments for sustainable, regular and sufficient funds for all aspects of school meals implementation, which includes monitoring and evaluation.

First and foremost, all government budget for school meals at all government levels should be ring-fenced as soon as possible.

The government should ensure regular and sufficient fund to run the programme. The funds should be ring-fenced to protect them from reallocation to other budget lines at a later stage. The budgeting process shall take into consideration increasing needs due to changes in enrolment in subsequent years.

In acknowledgement of the fact that resources from national government will not suffice to cover all expenditure related to the national nutrition and school meals programme, there is need to mobilise resources from other sources such as development partners, local communities and the private sector to supplement the national budget. Funding provided to the programme should take into consideration

Complementary funding from counties should be established through an agreed agenda and shared responsibilities through pacts between the national government and each county government. The disbursement from national government level will be either transferred to counties or directly to schools, depending on the pact established with each county government.

Complementary funding should also come from government sectors other than Education. Health has direct interest in improving nutritional intakes of children through school meals. Agriculture is interested in providing enhanced market access to smallholder farmers, and

improving the school meals purchase is a suitable way to do so. Funding must be embedded with proper guidance as to ensure purchases improve food and nutrition security, diversity and smallholder production sustainability.

Above all, no funding support agreements with public or private sector should overcome the principles, guidelines and goals established within the School Nutrition and Meals Strategy.

Resources mobilization – In kind support

The in kind support, which is a traditional modality of support for school meals, must also abide by the guidelines explained in the School Nutrition and Meals Strategy. Therefore the sourcing of in kind should aim at the most local level. If the territory of the school has no adequate smallholder farmers' production, other suppliers should be looked for as close as possible to the benefiting territory. Likewise, nutrition, food safety and food quality standards as defined in this Strategy must always guide the choices during the design, implementation and monitoring of in kind support, from school to national level.

Food production – agriculture (added value, processing and distribution of food commodities, procurement and home-grown)

Sourcing from local smallholder production (i.e. the production of these farmers as close as possible to the territory of benefiting schools) is an acknowledged goal of the present Strategy.

The supply must satisfy the nutrition, food safety and food quality standards, which is why a key advantage of home-grown sourcing for school meals is the availability of fresh and nutritious food for children whilst respecting the cultural habits of each region. Nevertheless, the supply from smallholder farmers should not be limited solely to fresh and raw food: jams, cookies and similar products that farmers can learn to produce can be considered, improving their income through added value and capacity development.

In this regard balance of macro and micronutrients must always be observed, which means avoiding food with low nutritional value and establishing nutritional requirements that are not based on calories. Nutrient dense foods provide nutrients for your body such as fibre, vitamins and minerals with low added sugar and fat, while energy dense foods, or high calorie foods, provide many calories with little nutritional value.

Training for smallholder farmers regarding diverse issues must be a continuous effort led by the Agriculture sector in government, at both national and county levels. Training and extension must address capacity development, organization through cooperatives and associations, access to credit, facilities, technologies, seeds and other inputs, and production planning,

marketing and access to markets. The education and health sectors must cooperate in these efforts to provide integrated training for smallholder farmers and those in charge of procurement of food for schools in order to contribute to food and nutrition security-related programmes, such as school meals, school health and nutrition interventions.

Community participation

Community participation is a guiding principle of this strategy. Communities may and may be not engaged in mobilizing resources, but they must not be left outside the design, oversight and implementation of nutrition and school meals initiatives.

The engagement of community brings several benefits: improved health and nutrition education impacts, closer link to smallholder farmers, functional monitoring and oversight of implementation, and the overall improvement of cost-effectiveness of the school meals interventions.

School Meals Programme Committees (SMPCs) should thus be established at every school in Kenya, with varying compositions depending on which roles county governments assign to these committees.

As parents and community already donate time when participating in the school meals programme committees at school level, further support such as in-kind or monetary complements should be demanded only as a last measure, e.g. in cases of emergency due to natural or human causes.

CHAPTER IV: GOVERNANCE AND INSTITUTIONAL FRAMEWORK

4.1 Introduction

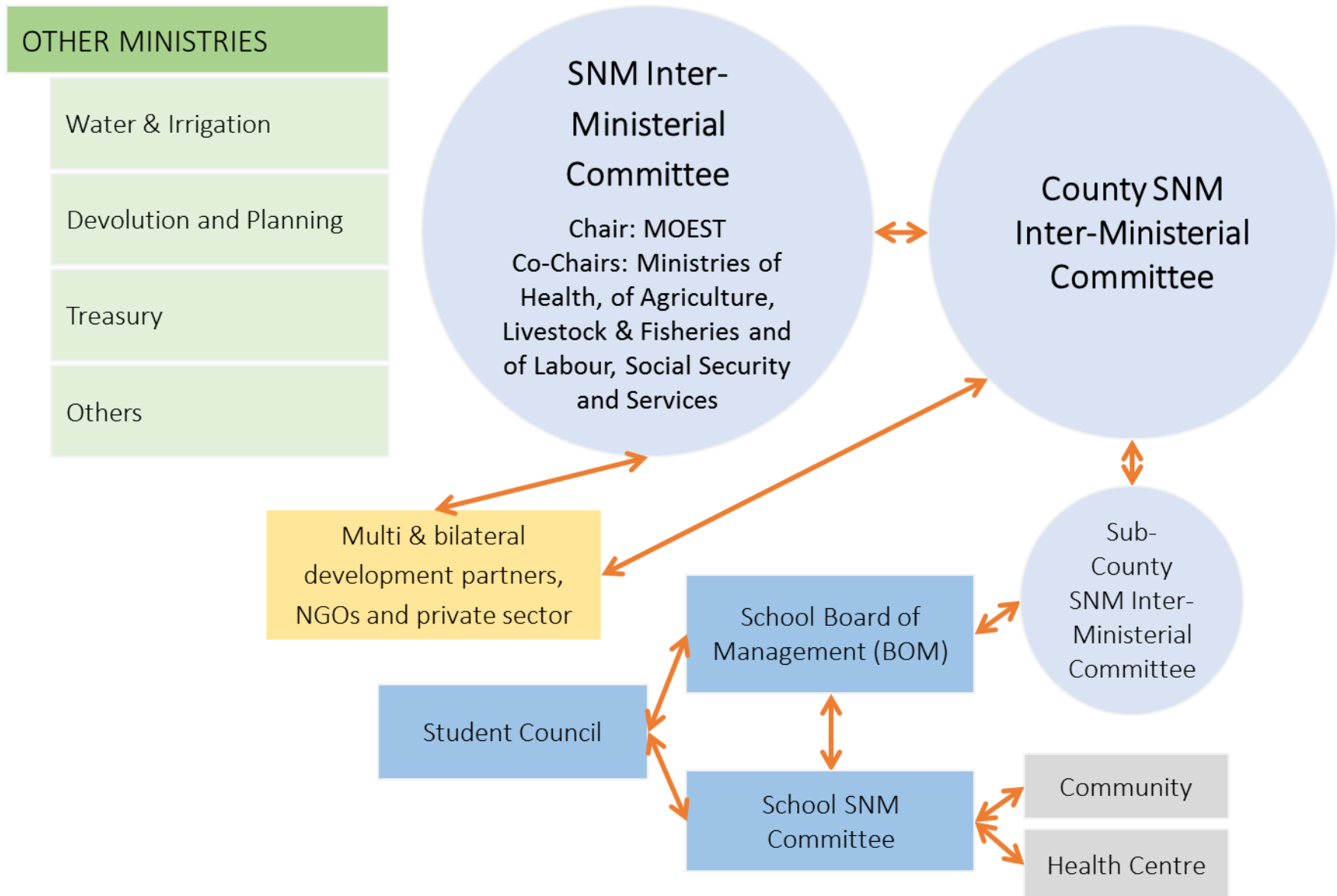
The Government recognises that the full achievement of the School Nutrition and Meals strategic objectives requires multi-sectoral planning and intervention. This will be coordinated by the MOEST with participation of key actors in agriculture, health, social protection and finance sectors, among others. The synergies among the different sectors are a crucial component for improving the quality of implementation, adding value to the supply chain, maximizing the utilization of resources and personnel.

Such a broad multi-sectoral approach requires accordingly strong multi-sectoral governance and institutional arrangements, clear shared and specific responsibilities and accountability.

4.2 Institutional Framework

The institutional framework for the coordination and management is presented in this session, and is depicted in chart 3 below:

Chart 1. Institutional Framework proposal



4.2.1 Governance and institutional framework for Coordination

Responsibilities for implementing school meals initiatives will be shared across various ministries and other non-governmental stakeholders. This underscores the need for an effective coordination mechanism across all actors involved. The School Nutrition and Meals coordination Unit at MOEST will play the critical role of convening and promoting inter-ministerial and inter-agency dialogue, including information sharing/discussions, sectoral planning and budgetary processes in line with the priorities outlined in the Strategy as well as the monitoring of progress towards the agreed objectives. Further the implementation of the strategy calls for establishing effective linkages between the proposed Strategy and budgetary frameworks of relevant related ministries, as well as central planning and budgetary mechanisms.

To support the effective implementation and monitoring of this Strategy, on-going capacity building and leadership nurturing efforts anchored at the School Health, Nutrition and Meals coordination unit at MOEST will be critical. These activities will be guided by regular operational plans designed to strengthen the School Nutrition and Meals implementation based on the current strategy.

The SNM Committees suggested in this Strategy will be the main space for discussion on related issues to the SNMP implementation and will gather the different ministries, such as MOEST, MOALF, MOH, Treasury, Labour, Social Security & Services, Environment, Water & Natural Resources and others. A linkage between the national and regional committees must be defined in order to coordinate responses to the issues related to school nutrition and meals initiatives at all levels. County level committees will play major role in defining the county implementation strategy, which include the extent of role of school-level committees, complementary budget from counties, level of decentralization of procurement among other subjects.

School Meals Programme Committees (SMPCs) should be established at every school in Kenya, with at least four people: a chair; a procurement supervisor; a food quality supervisor; a reporting supervisor. Depending on which roles county governments define to these committees, further members may be needed (if procurement is to be held at each school, for instance, more participants will be necessary to publish and communicate purchase calls, evaluate proposals etc.).

The National Committee will develop mechanisms to ensure coordination with other government fora, such as the Social Protection Council, which are related directly or indirectly to the subject of school meals.

4.2.2 Roles and Responsibilities

Under the leadership of the MOEST, the coordination mechanism will be strengthened to steer the dialogue, implementation, monitoring and evaluation efforts across the various ministries and stakeholders involved in the implementation of SNM Initiatives in Kenya. Thus, in addition to its main responsibility for the whole SNM Strategy on planning, implementation, monitoring and evaluation, the MOEST will promote liaison with all concerned ministries and other agencies in implementing their own activities in regard to school meals. In this way, an effective SNM programme will be attained through coordinated implementation of the initiatives at all levels, as well as involvement and participation of all actors concerned.

The role of the **National Government** will focus on coordination and oversight of the school meals interventions countrywide, also by integrating with other ministries and reinforcing its linkages with other policies and programmes. In addition, the national government will provide policy guidance, implementation guidelines and capacity building opportunities for all stakeholders on key issues such as nutrition and health standards, procurement procedures and funding and resources mobilization.

It is also responsibility of the **national government** to promote and enable participation of counties and stakeholders in the definitions and improvements of policies and guidelines for school meals in Kenya. There is scope for **Counties** to improve their participation in the SNM implementation beyond the ECDs and the inclusion of this agenda at the County Councils will play an important role for the strengthening of school meals at all government levels in Kenya. The government's intention is to promote this strategy countrywide with the participation and support of all government levels, communities, national and international partners.

The **national** and **county** governments will establish pacts defining shared responsibilities, funding and roles. These pacts will also define the roles of school-level nutrition and meals committees in implementation of programme in each county, which involves reporting, monitoring and oversight and procurement procedures.

Sub-counties are already involved in the implementation of school meals interventions and must be continuously trained, with a main role from counties with support from national government. Adjustments in roles and responsibilities may arise as cross-sector coordination improves linkages between school meals and other sectoral programmes. School Committees must also have their roles and responsibilities reviewed and adapted to the new arrangements, which will include strong participation in and awareness of the implementation at local level. These stakeholders will be crucial for assuring an effective implementation of the programme in its different modalities, as well as effective monitoring to identify challenges, gaps and provide the inputs for adjustments and improvements in the common Strategy.

At all levels, **Health**, **Agriculture** and **Social Protection** areas within governments will play significant roles in providing support in specific issues of the SNMP strategy and activities.

The **Health** sector will contribute with the nutritionists' expertise, which can guide the menu preparation and subsequent purchase planning, ensuring food quality at delivery as well as monitoring during storage. Training the implementers involved in the food chain of the SNMP will be a key activity as well. The **Agriculture** sector plays a leading role in developing capacities, production and access of smallholder farmers to markets, which entails complementary support to school meals, such as further financial support in order to allow schools to purchase more diverse products from smallholder farming, such as fruits, different species of pulses, tubers and cereals. **Social Protection** will make use of the benefits of school meals whilst catalysing its impacts by coordinating the school meals interventions with its own sectoral programmes. The Single Registry will also provide useful data to streamline policy-making and M&E.

Local Communities involvement will have different formats depending on the context. Pacts between national and county governments will establish the extent of roles and responsibilities for the school nutrition and meals committees within each county. The involvement and engagement of communities will be detailed in specific guidelines that will be developed with extensive participation to cover all regions' specificities.

The **NGO Community** represents an important sector, especially at implementing initiatives in community level. Many are already active in implementing health and nutrition initiatives in close collaboration with other sectors, such as in school gardens and agriculture-based nutrition. They play a critical role in achieving the planned objectives related to providing voice for the un-empowered and the rights and interests of the disadvantaged – women, children, smallholder farmers, SMEs etc., e.g. by providing credit and building skills for the smallholder farmers, assisting the establishment of cooperatives and other farmer-based organizations and other activities.

The **private sector** plays a valuable role in creating income earning opportunities in agriculture and non-agricultural sectors in both the rural and urban areas. Further, the sector plays a very important role in spurring agricultural commercialization and agri-business development through ensuring a stable supply of inputs, equipment and services to farmers, marketing agricultural produce in domestic and international markets, transferring technology, maintaining quality standards, improving value chain management, promoting new farming organizational models (e.g. contract farming) and leading research initiatives. Consequently, while government promotes the creation of an enabling environment and facilitates access of the most vulnerable segments of the population to economic opportunities, the private sector is at the core of the established markets, training and research.

Both **NGO** and **private sectors** are of valuable support regarding one-time investments in infrastructure for food storage and kitchens in schools, as well as for access to water and issues alike.

Academia and Research Institutions play an important role in researches on numerous topics, including evaluation, food and crops quality improvement and standards, supply chain analysis and evidence for establishing the guidelines on the diversification of school meal menus based on smallholder production.

Development Partners, bilateral and international donors and other development agencies, provide support to a wide range of upstream and downstream SNM initiatives in virtually all areas of intervention outlined in the Strategy, always in close partnership with governments, civil society and communities.

It is important to stress that each government sector, as well as each government level, holds specific roles in the management and implementation of the school meals programme, detailed in the following tables.

Table 2. Roles and responsibilities per level of implementation

Table 1. Roles and responsibilities per level of implementation

Level	Coordination mechanism	Membership	Roles
National	National (SNM) Technical committee Chair: Director of Basic Education	<ul style="list-style-type: none"> - Ministries of Education, Agriculture, Health, Water and Irrigation, Devolution and Planning - Development partners 	<ul style="list-style-type: none"> - Policy formulation and guidelines - Budget preparation and funds disbursement - Coordination, collaboration & linkages - Support & guidance to regional and local levels - Capacity building - Resource mobilisation - Planning, monitoring and evaluation - Promotion & support to smallholder farmers
			<ul style="list-style-type: none"> - Coordination and oversight - Liaison with Ministries and development partners - M&E - Resource mobilisation & complementary funding - Technical guidance - Capacity building and training - Promotion & support to small holder farmers - Overall implementation of programme - Prepare procurement plans - Advertise, evaluate tenders - Record keeping and reporting - Receive, inspect and manage food supplies
County	County (SNM) committees Chair: County Director of Education	<ul style="list-style-type: none"> - County directors of Education, Agriculture, Health, Water and Irrigation - County Chief Education Officer - Development Partners 	<ul style="list-style-type: none"> - Coordination and oversight - Liaison with Counties - M&E - Resource mobilisation - Technical guidance
Sub-county	Sub-county (SNM) committees Chair: Sub-County Director of Education	<ul style="list-style-type: none"> - Sub-county directors of Education, Agriculture, Health, Water and Irrigation, Education - Development 	<ul style="list-style-type: none"> - Coordination and oversight - Liaison with Counties - M&E - Resource mobilisation - Technical guidance

Table 1. Roles and responsibilities per level of implementation

Level	Coordination mechanism	Membership	Roles
School		Partners	<ul style="list-style-type: none"> - Capacity building - Promotion & support to smallholder farmers
	School Meals Programme Committee Chair: Head teacher is the secretary of SMPC and the Accounting Officer	<ul style="list-style-type: none"> - Chairperson - Head teacher - SMP teacher - Deputy head - Chairperson BOM - Parents representatives - ECD teachers 	<ul style="list-style-type: none"> - Implementation of programme - Prepare procurement plans - Advertise, evaluate tenders - Record keeping and reporting - Receive, inspect and manage food supplies - Mobilization and involvement of parents - Monitor food consumption - Account to Government, Community and Development Partners

Table 2. Sectoral roles and activities

Ministry	Main activities
Education, Science and Technology	Planning <ul style="list-style-type: none"> - Provide the legal and regulatory framework - Establish an adequate monitoring and evaluation framework - Overall lead of the programme - Set targets and criteria – number of students, schools - Work with County gov. for overall planning - Provide overall support including funding - Ensure interests of children and girls are met
	Financing and budgeting <ul style="list-style-type: none"> - Prepare national budget, sourcing finance for the programme - Work with County Education Boards on overall financing and budgeting
	Programme, coordination and performance management <ul style="list-style-type: none"> - Set programme, coordination and performance management systems - Monitor and report programme performance - Capacity building on coordination, programme and performance management
	Procurement and logistics management <ul style="list-style-type: none"> - Develop procurement standards by working with other actors - Manage procurement process
	Standards, guidelines and quality assurance <ul style="list-style-type: none"> - Development of standards, guidelines, and quality assurance activities

Table 2. Sectoral roles and activities

Ministry	Main activities
Agriculture, Livestock and Fisheries	<p>Planning</p> <ul style="list-style-type: none"> - Integrate the School Nutrition and Meals Strategy with agricultural sector plans (capacity development, cooperatives, storage, production – extension, input provision etc.) <p>Financing and budgeting</p> <ul style="list-style-type: none"> - Complement programme budget <p>Programme, coordination and performance management</p> <ul style="list-style-type: none"> - Capacity building on performance management, including monitoring and evaluation surveys <p>Procurement and logistics management</p> <ul style="list-style-type: none"> - Manage national storage and supports in sourcing and logistics - Monitor and provide market prices to stakeholders and implementers of school meals initiatives - Support regions and MOEST in procurement and value addition including identifying major aggregators and processors <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> - Develop food quality, procurement and related standards in collaboration with Kenya Bureau of Standards (KEBS)

Table 2. Sectoral roles and activities

Ministry	Main activities
Health	<p>Planning</p> <ul style="list-style-type: none"> - Minimum school meal composition identification, aligning nutrition, WASH and other health activities with the programme <p>Financing and budgeting</p> <ul style="list-style-type: none"> - Complement programme budget <p>Programme, coordination and performance management</p> <ul style="list-style-type: none"> - Capacity building on performance management, including monitoring and evaluation surveys <p>Procurement and logistics management</p> <ul style="list-style-type: none"> - Capacity building on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> - Work on food quality standards - Ensure food safety - Enforce food quality standards

Table 2. Sectoral roles and activities

Ministry	Main activities
Finance	<p>Planning</p> <ul style="list-style-type: none"> - Ensure sufficient funds are available, stable and flow of disbursements is regular for the programme and align targets with finance availability - Align programme targets for finance availability - Ring-fence funds for school meals <p>Financing and budgeting</p> <ul style="list-style-type: none"> - Approve budget, sources finance for the programme along with the MOEST <p>Programme, coordination and performance management</p> <ul style="list-style-type: none"> - Monitor finance utilization of the programme <p>Procurement and logistics management</p> <ul style="list-style-type: none"> - Timely release of resources <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> - Finance related standards, guidelines, reporting and monitoring tools

Table 2. Sectoral roles and activities

Ministry	Main activities
Water and Sanitation	<p>Planning</p> <ul style="list-style-type: none"> - Integrate sectoral plan with the school meals programme, conducting water and irrigation in Schools <p>Programme, coordination and performance management</p> <ul style="list-style-type: none"> - Capacity building on performance management, including monitoring and evaluation surveys <p>Procurement and logistics management</p> <ul style="list-style-type: none"> - Capacity building on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> - Provide technical inputs to development and revision of standards and guidelines - Capacity building
Other Ministries	<p>Planning</p> <ul style="list-style-type: none"> - Integrate activities with the school meals programme plan <p>Programme, coordination and performance management</p> <ul style="list-style-type: none"> - Capacity building on performance management, including monitoring and evaluation surveys <p>Procurement and logistics management</p> <ul style="list-style-type: none"> - Capacity building on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> - Provide technical inputs to development and revision of standards and guidelines - Capacity building

Table 2. Sectoral roles and activities

Ministry	Main activities
Partners	<p>Planning</p> <ul style="list-style-type: none"> - Support planning process - Align training, supply chain, school garden projects, seed provision and other activities with the school nutrition and meals programme - Technical support
NGOs and Universities	<p>Planning</p> <ul style="list-style-type: none"> - Integrate initiatives and research agenda with the school meals programme - Support evidence-based analysis and evaluation <p>Programme, coordination and performance management</p> <ul style="list-style-type: none"> - Support Programme monitoring and evaluation - Undertake Research <p>Procurement and logistics management</p> <ul style="list-style-type: none"> - Capacity building on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> - Provide technical inputs to development and revision of standards and guidelines - Capacity building

4.2.3 Institutional Capacity building

Institutional capacity is recognized as a key element for the success of programme implementation, enabling effective programme delivery. The following activities therefore need to be explicitly identified from the beginning of implementation of School Nutrition and Meal initiatives and must be undertaken on a regular basis:

- Human resources: systematic training for teachers, agriculture and health extension workers (at least once an year for the programme implementers);
- Community: training and sensitization for community leaders, women and youth groups;
- Schools: WASH facilities with training and sensitization for the school community;
- Smallholder farmers: Smallholder farmers need capacity development interventions as well as access to credit, technologies and marketing, which must be led by the Agriculture sector in the government but also need to be in line with the procurement procedures established to school meals interventions. Hence the coordination with the Education sector is also crucial;
- Standards and guidelines: preparation of guiding documentation, including detailed implementation standards and guidelines, formats for reporting, monitoring and evaluation systems as well as an accountability framework, as explained in section 3.3.

Specific capacity requirements will be detailed after high-level agreement by senior decision-makers once the institutional arrangements proposed above are approved. Conducting **National Capacity Assessments** is a useful tool to gauge progress in the above recommendations. Multi-sectoral approach with strong involvement of the different ministries can play an important role in maximizing resources and staff in terms of strengthening the government's capacity to work on the SNMP implementation.

CHAPTER V: MONITORING AND EVALUATION

5.1 Introduction

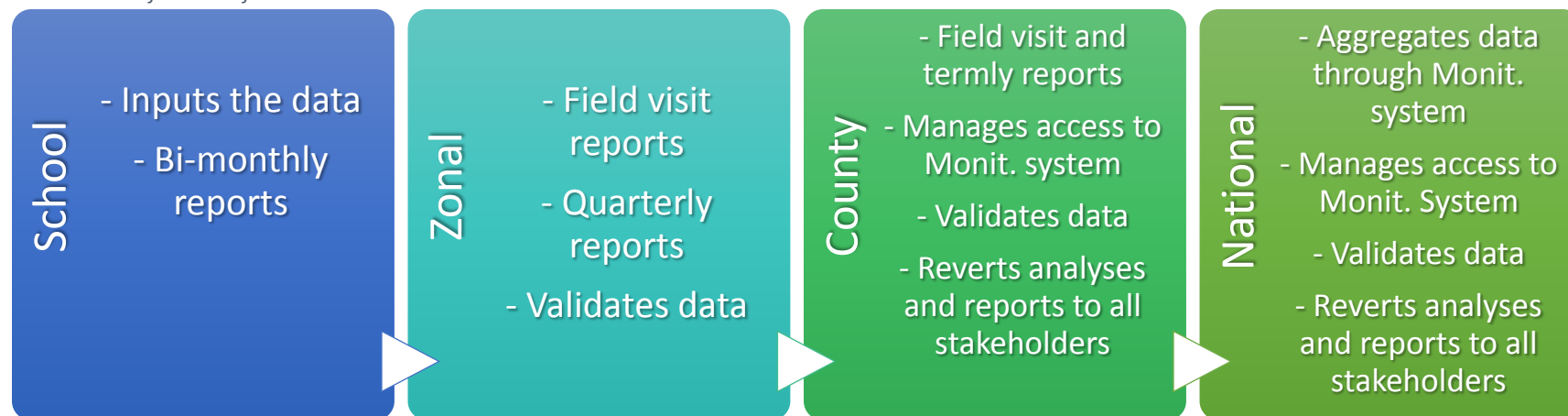
Monitoring and evaluation is a key aspect of public policy implementation. To be functional, M&E systems need to be adequately planned, managed and funded. Monitoring and evaluation serves two main purposes: *(i)* provide regular information on the implementation of a project to detect malfunctions and allow for corrective measures; *(ii)* provide feedback on the project's effects and impacts towards its stated objectives.

Experience from the Government's implementation of school meals so far indicates the need to strengthen the monitoring and evaluation, thoroughly based and integrated with the Education Management Information System (EMIS) at the national level. Regular information flow and reporting, as well as analysis and knowledge sharing on the SNM is essential to provide valid evidence on implementation and impacts. In addition, functional reporting and monitoring is the core of impact evaluation and assessment. MOEST, as the lead implementing agency in this programme, will strengthen the structure and systems for monitoring SNM, coordinating with all other key ministries and sectors (NGOs and private) to ensure effective joint action. The organization and operation of such a system is an activity under the sixth objective of this strategy. The School Health, Nutrition and Meals Programme Unit (SHNM Unit) at MOEST will be the secretariat for the committee and will assist with the overall monitoring of SNM in the country.

Continuous and joint training efforts must cover all those involved in M&E, from school community level upwards, and should ideally be repeated during the lifetime of the project. It should emphasize the function of and need for M&E (bring out that reporting is not just an additional burden but also has benefits, including for schools) and explain the filling in of forms and processing the information. On the other hand, reporting only becomes truly beneficial to all involved when the reports and analyses reach those who first provided the data so all can make use of the assessments and considerations provided by M&E. Training on M&E can often be combined with other issues concerning school meals (e.g. hygiene at school, food storage, food preparation).

In addition, information can also be obtained through field visit reports, to be prepared during school visits by various stakeholders; they can serve to verify the accuracy of data reported by schools, fill in gaps in these reports and obtain additional information which is difficult to collect through regular reports (e.g. qualitative information).

Chart 2. M&E information flow



Wall charts, posters, booklets or other information materials can contain information such as the correct ration scale (keep in mind that cooks might be illiterate), the use of reporting forms or key messages regarding the purpose of the programme or of record keeping. They can enhance the effects of training and are also useful in the case of staff changes.

5.2 Purpose and scope of the monitoring and evaluation activities

The SNM annual operational plans that will be developed by the MOEST, other line ministries and agencies will provide the basic framework for monitoring activities including integration of information from the various sources in SNM. The monitoring will involve:

- Assessing and documenting progress towards outcomes associated with the planned objectives as well as assessing the policy impacts (impact/outcome monitoring);

- Examining effectiveness including cost effectiveness of the specific initiatives and lessons - learned experiences and best practices so that corrective measures can be taken promptly to inform new programme formulation;
- Mainstreaming results of monitoring and related analytical activities into the SNM policy making and new SNM programme formulation.

The coordination of tasks related to monitoring will be outlined in SNM annual implementation plans and will be developed by the SNM planning and monitoring committee and approved by MOEST. However it is worth noting that there will be challenges in developing simple but comprehensive monitoring systems. This calls for the need to borrow from already available studies as well as associated monitoring initiatives on SNM in Kenya and beyond. This will go a long way to ensure that duplication of efforts is avoided and synergies are maximized.

Further, to foster public awareness, transparency, and accountability and expand monitoring information base, participatory monitoring processes will be encouraged, involving representations of local government bodies and civil society with a view to obtaining constructive feedback from stakeholders at the grassroots level. In this regard, a results framework with key results and corresponding indicators, whether already in place or to be built by government efforts, is provided in Appendix 4.

The need to strengthen the County SNM steering committees cannot be emphasized enough. This structure will be critical in monitoring activities and offering opportunities for consultation with grass-root level stakeholders including the pupils, teachers, head teachers, parents, farmers, health workers and nutritionists, etc. Finally, NGO social accountability mechanisms shall also be encouraged and designed to provide constructive feedback from the citizens on how the SNM initiatives are working.

5.2 Assumptions and Risks

The effective implementation of this Strategy requires strong commitment among all stakeholders starting from the grassroots to the national level. Consequently, several assumptions and risks will be carefully monitored and addressed as part of the Strategy implementation process:

- ***Continued political/government commitment towards SNM will be critical:*** While concerted efforts have been made to develop this Strategy consultatively, continuous dialogue and communication on the priorities in the plan among leading

stakeholders will be essential in building and maintaining consensus. There would be need to review, streamline, strengthen awareness, communication and inter government agency consultative processes that have been initiated in the course of developing this Strategy.

- ***Adequate implementation and coordination capacities:*** It is assumed that responsible national agencies shall have appropriate capacities, material, human and financial to carry out interventions proposed in the Strategy in a timely and effective manner. It is hoped that there will be limited staff turnover in implementing and coordinating agencies to ensure the strategy is indeed implemented and effectiveness of the proposed capacity strengthening activities enhanced. The effective implementation of the strategy would be conditional upon continuous efforts to establish adequate management capacities in partner ministries and agencies. Capacity building initiatives would be paramount in this regard.

NEXT STEPS

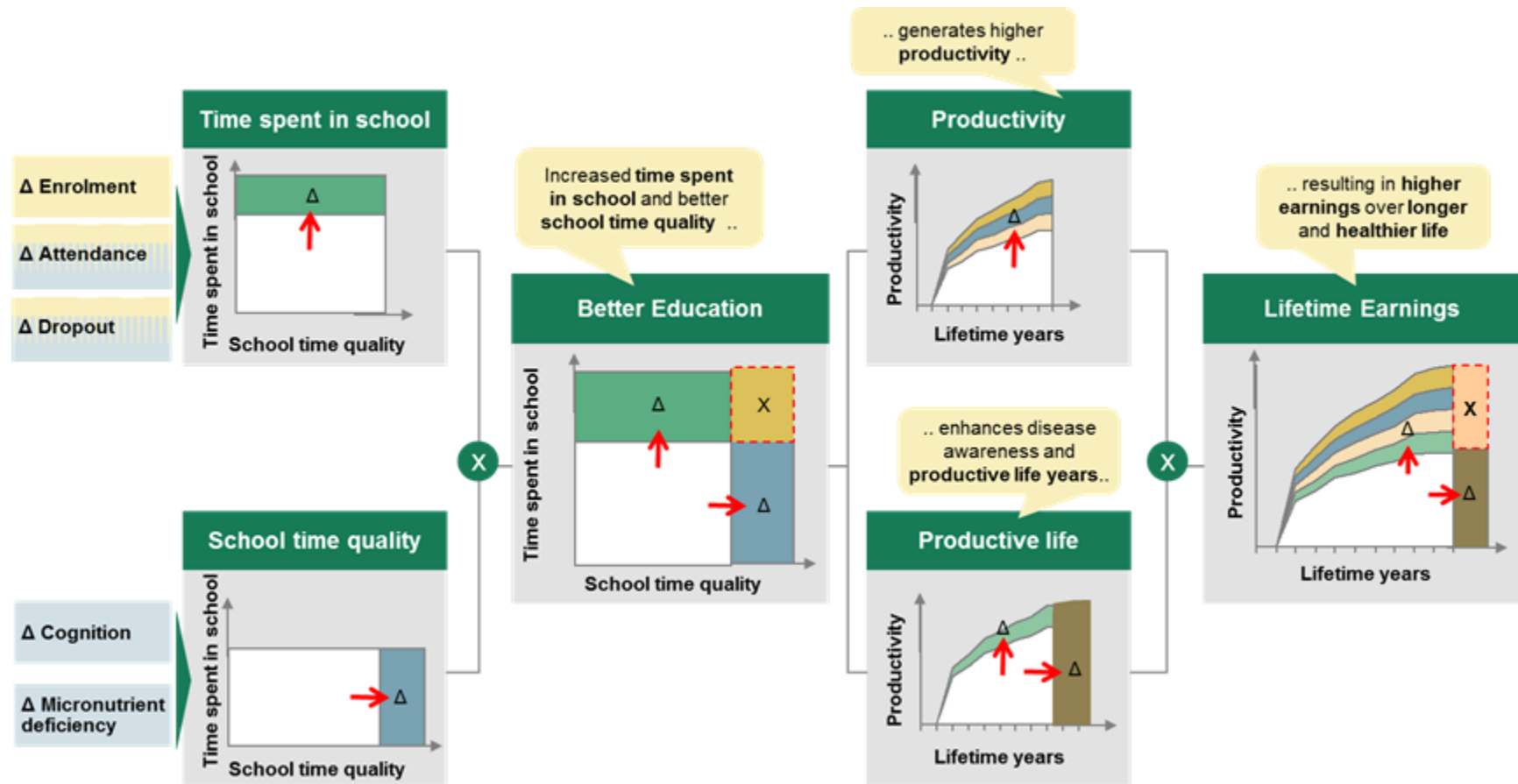
The next steps captured in this strategy envision a steady progression from planning to implementation, capitalising on the momentum generated by the agreement of this Strategy, the continental commitment to strengthen school meals as a vector of local development. This involves the development of the SNM's operating plan and specific guidelines as proposed in this strategy.

However, on the medium and long term, the effective implementation of school meals initiatives will depend on stable funding and standing coordination and collaboration between government sectors at both national and county level, communities, NGOs, private sector, academia, development partners. Progress on governance, accountability and transparency will be essential in supporting effective implementation of the Strategy. In particular, efforts to implement such practices as community and private sector participation, regulation, accountability and result orientation will be critical.

APPENDICES

Appendix 1 – Home-grown school meals benefits chart

Chart 3. Home-grown school meals benefits on Health, Nutrition, Education, Lifetime earnings and Development



Appendix 2 – Strategic objectives’ activities, indicators and expected outcomes

Table 4. Strategic objectives activities, indicators and expected outcomes

Strategic Objectives	Activities	Indicators	Expected Outcomes
1. To increase intake and awareness of adequate, culturally appropriate nutritious meals amongst school age children	Promote implementation of school meals based on the School Nutrition and Meals strategy	Rate of schools providing school meals every school day	<p>100% schools providing nutritious meals based on the School Nutrition and Meals strategy and related guidelines</p> <p>100% coverage of appropriate health interventions at school level</p> <p>Food quality and safety standards established, disseminated to and implemented by 100% of schools</p> <p>Schools provided with adequate school meals infrastructure (kitchens, facilities, water, storage, utensils, personnel etc.)</p> <p>Improved health and nutrition education at school levels</p>
	Carry out community sensitisation and capacity building towards availability and intake of locally available, nutritious and traditional foods (culture-sensitive school meals)	Rate of schools purchasing or receiving nutritious foodstuff traditional to the region’s culture	
	Provide quality and coverage of school-based health services and infrastructure (including deworming, insecticide treated bed-nets, water and sanitation facilities and health education)	Number of capacity building and sensitisation activities for teachers, students and communities on nutrition, sanitation and local supply of food	
	Implement school-based nutrition services, infrastructure (e.g. develop nutrition standards, specifications for school meal composition and balanced menus, guidelines for micronutrient supplementation and food safety)	Rate of schools with food handlers with valid medical certificates	
	Carry out community sensitisation and capacity building activities to improve health and nutrition (e.g. and health and nutrition education, mother-child health services, diversification of diet, improved food and water, regional and national forums, school health days and immunisation awareness campaigns etc.)	Rate of schools following food safety standards	
		Rate of schools following food quality standards	
		Rate of schools implementing health and nutrition education activities	
		Rate of schools implementing school health activities	

Strategic Objectives	Activities	Indicators	Expected Outcomes
2. To improve enrolment, attendance, retention, completion and learning of school age children with equity	<p>Monitor and evaluate the implementation and adherence to the school nutrition and meals strategy and guidelines</p> <p>Sensitise stakeholders to provide a hot nutritious meal of adequate quantity and quality in all schools</p> <p>Provide a hot nutritious meal of adequate quantity and quality to school children in food insecure areas at an appropriate time in the school day throughout the whole school year</p> <p>Undertake school and community level sensitisations and capacity building to improve educational outcomes</p>	<p>Rate of coverage of school nutrition and meals programme</p> <p>National annual net enrolment rate</p> <p>National annual attendance rate</p> <p>National annual dropout rate</p> <p>National annual transition rate</p> <p>National annual completion rate</p> <p>National annual percent of children achieving KCPE pass mark (250+)</p>	<p>School nutrition and meals programme scaled-up</p> <p>Improved enrolment, attendance, retention and completion in schools</p> <p>Improved cognition of children</p>

Strategic Objectives	Activities	Indicators	Expected Outcomes
3. To promote local economic, social and agricultural development	Promote the formation of smallholder farmer groups to supply to SNM initiatives	Number of smallholder farmers contracted, producing and supplying to the school meals programme	Strengthened food value chain from production to school
	Sensitization of smallholder farmers to increase production to meet school demand	Rate of food for school meals sourced from smallholder farmers	Increased implementation of home-grown school meals
	Support to community-driven food and nutrition security improvement initiatives	Rate of schools providing school meals sourced directly from smallholder farmers	School committees and communities sensitized and trained
	Strengthen food value chain from production to provision	Number of training and sensitization workshops to school community held	School community (school management committees, parents, pupils and other stakeholders) involved in school gardening, greenhouses, poultry and small stock rearing as a source of food and health and nutrition education
	Sensitize and carry out capacity building activities for preparing the communities surrounding schools to increase food production quantity and quality	Rate of schools adopting agricultural production technologies for sourcing food and supporting health and nutrition education	Developed smallholder farmers' organizations, cooperatives and small and medium enterprises for production, processing and distribution of food and agricultural products to schools.
	Improve income-generation activities within the school and community	Number of smallholder farmers' organizations, cooperatives and small and medium-sized enterprises (SMEs) able to produce, process, distribute and supply food for schools	Smallholder farmers' access new and existing products and technologies
	Development of systems for food production, processing and preservation	Number of farmers accessing new or existing products and technologies	Reviewed procurement procedures to facilitate flexible school food purchases
	Review procurement procedures and regulations to promote smallholder farmers' access to markets	Reviewed procurement manuals in place	

Strategic Objectives	Activities	Indicators	Expected Outcomes
4. To develop mechanisms for a nationally-owned and sustainable programme	Ensure that procurement and logistics arrangements take into account the costs, capacities of implementing parties, local production capacity and quality of food		
	Provide adequate and stable budget that is fastened to the programme	Amount of resources allocated	Adequate resources/budget for beneficiary schools provided
	Promote sensitization activities to raise awareness on the SNM programme	Amount of resources ring-fenced	School meals funded from national resources including private sector, NGOs and communities
	Develop integrated multi-sectoral strategies and information systems with Ministries of Health, Agriculture, Education, Finance and Labour, Social Services, Environment, water and Devolution, to improve collection of data and mapping on food production, health and nutrition, social vulnerability	Amount of resources disbursed	Food for school meals sourced from small-scale local producers
	Strengthen the link with agriculture, health, nutrition and social protection strategic objectives to improve the multi-sectoral approach on the programme	Proportion of school meals funding sourced from national sources	SNM Inter-ministerial Committee established and formalized
	Establish school meals committees in consultation with the school Board of Management (BOM)	Proportion of food for school meals sourced from small holder farmers	School Nutrition and Meals anchored in key policy documents
	Establish and Formalize the SNM Inter-ministerial Committee	Inter-ministerial committee instituted and functional at all levels	Multi-sectoral approach implemented
		Policy documents guiding school meals programme	
		Number of institutions and organizations involved	
5. To promote partnerships for	Develop a strategy for resources mobilization that entails partnerships (e.g. Public-Private Partnerships,	Strategy for resource mobilization developed	Adequate resources created for school meals covering all school

Strategic Objectives	Activities	Indicators	Expected Outcomes
resources mobilization for school meals	<p>community involvement, donors)</p> <p>Organize opportunities for advocacy for the SNM programme</p> <p>Promote coordination between national and county governments on school nutrition and meals initiatives</p>	<p>Coverage of Committees for the SNM programmes created</p> <p>No. of partnerships signed</p> <p>Strategy development status</p> <p>Number of events</p> <p>Number of participants</p>	<p>children</p> <p>Enhanced sustainability of school meals programmes through national to local ownership</p> <p>Resources mobilized and provided regularly to school nutrition and meals programmes</p> <p>Increased awareness of SNM in government sectors, schools, communities and stakeholders</p> <p>Partnerships for SNM programme developed and improved</p>

Strategic Objectives	Activities	Indicators	Expected Outcomes
6. To strengthen governance and multi-sectoral coordination mechanisms for the school nutrition and meals programme	Establish effective multi-sectoral mechanisms (e.g. national, county and sub-county level stakeholder platforms and committees)	Roles and responsibilities defined for each platform	National, county and sub-county level stakeholder platforms (government, development partners, civil society, private sector) for regular consultation on SNM programme established and functional Improved accountability and transparency in SNM implementation School management committees effectively manage the SNM programme Parents and whole communities involved in providing requisite support to SNM SNM programme regularly monitored The SHNM Unit in the Ministry of Education has adequate staff capacity, resources and infrastructure to effectively manage the school health, nutrition and meals programme Adequate staff and resources for
	Strengthen the capacity of school Board of Management (BOM) , including community involvement, on governance and management of the SNM programme	Appointment letters issued for stakeholders to join the platforms Number of stakeholder forums held Stakeholder attendance in forums	
	Establish clear roles and responsibilities for stakeholders and the SNM programme at each level	Appointment letters issued for stakeholders to join the platforms Number of stakeholder forums held Stakeholder attendance in forums	
	Partner with relevant government ministries, other public agencies and NGOs to strengthen implementers' capacities	Partnership Agreement signed by implementing partners for SNM Rate of BOMs whose governance and management capacity for SNM has been built	
	Strengthen monitoring systems of the SNM programme to have integrated information system for different levels of stakeholders	Public feedback mechanism established Public feedback mechanism monitored	
	Ensure that the SHNM Unit at the Ministry of Education has adequate staff capacity, resources and infrastructure to effectively manage the school health, nutrition and meals programme	Coverage of functional audit and oversight visits to implementation areas (from local to county level)	
	Ensure that there is adequate staff and resources for management and implementation of the SNM programme at all levels	Local social accountability mechanisms: status of formalization, adequate composition, adequate regularity in activities Number of BOMs implementing SNM as per schedule	
	Ensure that there is a structured and functional monitoring and evaluation system in place that is part of the structures of the MOEST and that it is used for implementation and feedback	Number of functional multi-sectoral platforms engaged in SNM Number of Government staff trained on SNM	
	Undertake regular programme and financial audits of the SNM programme	Rate of technical staff designated to support SNM programmes <i>vis-à-vis</i> the number required	

Appendix 3 – Results framework

Table 5. Results framework

Strategic Objective	Results	Indicators
1. To increase intake and awareness of adequate, culturally appropriate nutritious meals amongst school age children	100% schools providing nutritious meals based on the School Nutrition and Meals strategy and related guidelines	<ul style="list-style-type: none"> ▪ Rate of schools providing school meals every school day ▪ Rate of schools purchasing or receiving nutritious foodstuff traditional to the region's culture
	100% coverage of appropriate health interventions at school level	Rate of schools implementing school health activities (deworming, WASH, disease prevention control)
	Food quality and safety standards established, disseminated to and implemented by 100% of schools	<ul style="list-style-type: none"> ▪ Rate of schools with food handlers with valid certificates ▪ Rate of schools following food safety and quality standards ▪ Number of capacity building and sensitisation activities for teachers, students and communities on nutrition, sanitation and local supply of food
	Schools provided with adequate school meals infrastructure (kitchens, facilities, water, storage, utensils, personnel etc.)	Rate of schools with infrastructure (per type of infrastructure)
	Improved health and nutrition education at school levels	<ul style="list-style-type: none"> ▪ Rate of schools implementing health and nutrition education activities

Strategic Objective	Results	Indicators
2. To improve enrolment, attendance, retention, completion and learning of school age children	<ul style="list-style-type: none"> ▪ School nutrition and meals programme scaled-up ▪ Improved enrolment, attendance, retention and completion in schools ▪ Improved cognition of children 	<ul style="list-style-type: none"> ▪ Rate of coverage of school nutrition meals programme ▪ National annual net enrolment rate ▪ National annual attendance rate ▪ National annual retention rate ▪ National annual transition rate ▪ National annual completion rate ▪ National annual percent of children achieving KCPE pass mark (250+)
3. To promote local economic, social and agricultural development	<ul style="list-style-type: none"> ▪ Strengthened food value chain from production to school ▪ Increased implementation of home-grown school meals ▪ School committees and communities sensitized and trained ▪ School community (school management committees, parents, pupils and other stakeholders) involved in school gardening, greenhouses, poultry and small stock rearing as a source of food and health and nutrition education ▪ Developed smallholder farmers' organizations, cooperatives and small and medium enterprises for production, processing and distribution of food and agricultural products to schools ▪ Smallholder farmers' access new and existing products and technologies ▪ Reviewed procurement procedures to facilitate flexible school food purchases 	<ul style="list-style-type: none"> ▪ Number of smallholder farmers contracted, producing and supplying to the school meals programme ▪ Rate of food for school meals sourced from smallholder farmers ▪ Rate of schools purchasing or receiving nutritious foodstuff supplied directly from smallholder farmers ▪ Number of training and sensitization workshops to school community held ▪ Coverage of training and sensitization workshops to school community by region ▪ Rate of schools adopting agricultural production technologies (e.g. school gardens and small stock rearing) ▪ Number of smallholder farmers' organizations, cooperatives and small and medium-sized enterprises (SMEs) able to produce, process, distribute and supply food for schools ▪ Number of farmers accessing new or existing products and technologies ▪ Reviewed procurement manuals in place

Strategic Objective	Results	Indicators
4. To develop mechanisms for a nationally-owned and sustainable programme	Adequate resources/budget for beneficiary schools provided	<ul style="list-style-type: none"> ▪ Amount of resources allocated ▪ Amount of resources ring-fenced ▪ Amount of resources disbursed
	<ul style="list-style-type: none"> ▪ School meals funded from national resources including private sector, NGOs and communities 	<ul style="list-style-type: none"> ▪ Rate of school meals funding sourced from national sources
	<ul style="list-style-type: none"> ▪ SNM Inter-ministerial Committee established and formalized ▪ School Nutrition and Meals anchored in key policy documents ▪ Multi-sectoral approach implemented 	<ul style="list-style-type: none"> ▪ Inter-ministerial committees instituted and functional at all levels ▪ Documents guiding and related to school meals programme available to all stakeholders ▪ Number of institutions and organizations involved in SNM initiatives
5. To promote partnerships for resources mobilization for school meals	<ul style="list-style-type: none"> ▪ Enhanced sustainability of school meals programmes through both national and local ownership ▪ Resources mobilized and provided regularly to school nutrition and meals programme ▪ Increased awareness of SNM in government sectors, schools, communities and stakeholders ▪ Partnerships for SNM programme developed and improved 	<ul style="list-style-type: none"> ▪ Strategy for resource mobilization available to all stakeholders ▪ Coverage of Committees of the SNM programme in activity ▪ Amount of resources allocated to school meals initiatives bi-monthly ▪ No. of partnerships signed ▪ Strategy launched and with all related guidelines and policies in place ▪ Number of events ▪ Number of participants

Strategic Objective	Results	Indicators
6. To strengthen governance and multi-sectoral coordination mechanisms for the school nutrition and meals programme	National, county and sub-county level stakeholder platforms (government, development partners, civil society, private sector) for regular consultation on SNM programme established and functional	<ul style="list-style-type: none"> ▪ Roles and responsibilities defined for each platform ▪ Appointment letters issued for stakeholders to join the platforms ▪ Number of stakeholder forums held ▪ Stakeholder attendance in forums ▪ Partnership Agreement signed by implementing partners for SNM ▪ Number of BOMs whose governance and management capacity for SNM has been built
	<ul style="list-style-type: none"> ▪ Improved accountability and transparency in SNM implementation ▪ Public feedback mechanism established and monitored ▪ SNM programme regularly monitored 	<ul style="list-style-type: none"> ▪ Coverage of functional audit and oversight visits to implementation areas (per level, from local to county level) ▪ Local social accountability mechanisms: formalization status, adequate composition, regularity of activities ▪ Rate of valid data provided to monitoring system <i>vis-à-vis</i> total data provided
	School management committees effectively manage the SNM programme	<ul style="list-style-type: none"> ▪ Rate of schools with BOM & community involvement in SNM initiatives ▪ Number of BOMs implementing SNM as per schedule ▪ Number of functional Multi-stakeholder platforms engaged in SNM issues
	<ul style="list-style-type: none"> ▪ Parents and communities involved in providing support to SNM 	<ul style="list-style-type: none"> ▪ Number of school community members trained on SNM (effect of multipliers can also be estimated)

Strategic Objective	Results	Indicators
	The SHNM Unit in the Ministry of Education has adequate staff capacity, resources and infrastructure to effectively manage the school health, nutrition and meals programme	<ul style="list-style-type: none"> ▪ Rate of technical staff designated to support SNM programmes <i>vis-à-vis</i> the required ▪ Rate of planned activities achieved ▪ Rate of funds allocated <i>vis-à-vis</i> amount required
	Adequate staff and resources for management and implementation of the SNM programme at the county and sub-county level and at the school level	<ul style="list-style-type: none"> ▪ Rate of technical staff designated to support SNM <i>vis-à-vis</i> the required ▪ Rate of planned activities achieved ▪ Rate of funds allocated <i>vis-à-vis</i> amount required ▪ Number of staff managing the implementation of SNM at decentralized levels ▪ Number of Government staff trained on SNM (effect of multipliers can also be estimated)
	A functional monitoring and evaluation system in place integrated with the broader M&E system of the MOEST	<ul style="list-style-type: none"> ▪ Specific M&E unit established ▪ Amount of resources allocated to M&E Unit at MOEST ▪ Rate of technical staff designated to M&E <i>vis-à-vis</i> the required ▪ Establishment of an M&E system linked to the main M&E system Number of monitoring reports concluded
	A transparent and accountable procurement system in place	<ul style="list-style-type: none"> ▪ Number of schools adhering to the public procurement system ▪ SNM procurement guidelines available for schools ▪ Number of school managers trained in SNM procurement procedures