



NATIONAL SCHOOL MEALS AND NUTRITION STRATEGY 2017-2022

**Policy & Legal
Frameworks**

**Financial
Capacity**

**Community
Participation**

**Institutional
Capacity and
Coordination**

**Effective
Implementation**

Ministry of Education

Ministry of Health

Ministry of Agriculture, Livestock and Fisheries



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Ministry of Education
Ministry of Health
Ministry of Agriculture, Livestock and Fisheries

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Foreword

The Government of Kenya is committed to improving the livelihood of its citizens, as demonstrated by the various policies and legislative steps that have been undertaken by ministries in recent years. This commitment is an extension of the Kenya Constitution (2010), whose chapter 4 expressly guarantees all Kenyans their social, cultural and economic rights, including the right to health, education, food and decent livelihoods.

Vision 2030 aims to transform Kenya into a newly industrialized middle-income country, providing a high quality of life to all its citizens by the year 2030. Under its economic and social pillars, Vision 2030 further emphasizes the enhancement of productivity of crops and livestock, incomes, and food security and nutrition.

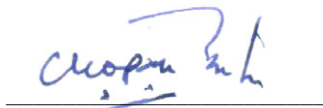
In view of the above, it is our pleasure to present the National School Meals and Nutrition Strategy for Kenya, developed by the School Health, Nutrition and Meals Coordination Unit at the Ministry of Education, with inputs from partnering ministries, counties, sub-counties, schools, development agencies, non-governmental organizations (NGOs), educationists and other development partners. This strategy takes into account the policies formulated by sectors with cross-cutting interests in school meals, such as education, health, social protection and agriculture.

The 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 encourages inter-ministerial coordination, multi-sectoral planning, stable funding and monitoring and evaluation for home-grown school meals to all children in Kenya.

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



Cabinet Secretary
Ministry of Education



Cabinet Secretary
Ministry of Health



Cabinet Secretary
Ministry of Agriculture,
Livestock and Fisheries

Preface


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

This strategy envisages a robust, nationally owned, sustainable and cost-effective set of school meal initiatives that will address the key outcomes of different sectors, such as enrolment, retention and transition rates, food and nutrition insecurity, and health and hygiene practices. It will also enhance smallholder farmers' capacity development and local sustainable development. It recognizes how school meal programmes can generate a structured demand for food that benefits smallholder farmers, the local market and the whole supply chain.


The development of this strategy was characterized by extensive stakeholder consultation and analytical work by a multi-sectoral team. The process identified key areas of concern for school meals provision in Kenya, namely:

- hunger, malnutrition and unfolding negative impacts among school-age children;
- the need for sufficient and stable financial sources for school meals at all levels;
- the need for stable school meal governance and management structures;
- a 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
- the need for adequate infrastructure and environmental safety in schools.

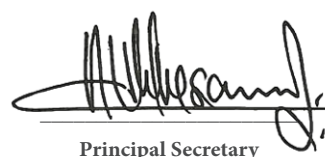
These concerns are addressed in this strategy. The strategy is a progressive document that will be subject to revisions and improvements as the need arises. The strategy articulates government objectives in school meals, health and nutrition and clarifies the roles and responsibilities of all partners involved. We therefore call upon all stakeholders and development partners to adopt the strategy as the basis for all school meal and nutrition interventions to achieve the expected multi-dimensional outcomes and build a strong national programme in Kenya.



Principal Secretary
State Department
for Basic Education



Principal Secretary
State Department
for Health



Principal Secretary
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for Agriculture

Acknowledgements

The National School Meals and Nutrition 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, health, and agriculture, livestock and fisheries, as well as all stakeholders who made important contributions to the strategy's development.

We strongly wish to acknowledge the technical assistance provided by the World Food Programme, the World Food Programme Centre of Excellence against Hunger, the Food and Agriculture Organization of the United Nations, Crown the Child Africa, Feed the Children, the Flemish Organization for Technical Assistance, the Netherlands Development Cooperation and the Partnership for Child Development.

On behalf of the Ministries of Education, Health, and Agriculture, Livestock and Fisheries, we would like to appreciate the members of the secretariat and partners for the role they played in developing this strategy. Individuals who contributed are listed in Annex 4.



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Director of Primary Education
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Executive Summary

This document outlines a strategy for the design and implementation of nutrition-sensitive school meals in Kenya. It is based on the commitment of the Government of Kenya to ensure that school children are well nourished and healthy and are able to learn and develop to their full potential.

The national government commits to strengthening the National School Meals and Nutrition Programme. The government aims to ensure that all children in pre-primary and primary schools receive at least one nutritious meal per school day. This strategy provides a nationwide framework that underpins the design of school meals at both national and sub-national levels.

The strategy provides for counties, communities and schools to have their own initiatives, and it calls on partners to follow the guidelines herein. In this regard, the strategy emphasizes the need for national and county governments to closely coordinate their school meals initiatives.

A three-pillar approach is recommended for school meals in Kenya: i) regular provision of meals every school day throughout the school year; ii) acknowledgement of nutrition and nutrition education as core components of school meals; iii) linking smallholder farmers with the demand for school meals by procuring directly from these suppliers where possible.

Such an approach to school meals aims to unleash their multi-dimensional benefits. Within the African continent this approach is referred to as “home-grown school meals”. This strategy recommends the home-grown school meals approach as the most appropriate and sustainable in the Kenyan context. Evidence shows that home-grown school meals bring about improvements in children’s access to education and nutrition, whilst strengthening the food and nutritional security of children, households and communities. It also improves the access of smallholder farmers to stable markets, acting as a fruitful vector of local development.

This strategy is backed by the Kenyan Constitution (2010), which expressly recognizes access to food as a human right. The strategy is also underpinned by Vision 2030, which aims to transform Kenya into a newly industrialized middle-income country providing a high quality of life to all its citizens by the year 2030. Moreover, the strategy is fully in line with the Sustainable Development Goals, which place great emphasis on food security and eradication of extreme hunger and poverty.

Key plans and policy documents from relevant government sectors contributed to the elaboration of this strategy, including the education, health and nutrition, agriculture and social protection sectors and the Treasury.

Policies are progressive documents and this strategy shall be improved with the evolution of sectoral planning, so contributing to the inter-sectoral coordination of government sectors towards Vision 2030’s broader goals.

This strategy builds on existing policies to forge a national school meals framework, acknowledging school meals in Kenya are supported by multiple actors. The objectives of this document are to:

1. **develop** and implement a sustainable national school meals and nutrition programme;
2. **increase** awareness and intake of adequate, locally available and nutritious foods among school children and their communities;
3. **improve** the enrolment, attendance, retention, completion and learning outcomes of school children with equity;

4. **promote** local and inclusive development;
5. **promote** partnerships and multi-sectoral coordination for complementary support and effective implementation of a school meals and nutrition programme; and
6. **strengthen** governance and accountability in implementing a school meals and nutrition programme.

Finally, the national government acknowledges that resources for the National School Meals and Nutrition Programme must be increased as well as ring-fenced to ensure sustainability. This is because such a complex programme requires many resources, both human and non-human, for its effective implementation. The strategy therefore calls upon counties, communities and the private sector to join efforts towards the common goal of ensuring all school children in Kenya receive nutritious meals in every school.

Introduction

1.1. Background

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

“(1) every child has the right to: [...]

(b) Free and compulsory basic education;

(c) Basic nutrition, shelter and healthcare.”

The first six Sustainable Development Goals clearly identify the leading cross-cutting issues of the global agenda as to 1) eradicate hunger and poverty, 2) end hunger and achieve food security, 3) promote healthy lives, 4) ensure inclusive and equitable quality education, 5) achieve gender equality and empower all women and girls and 6) ensure availability and sustainable management of water and sanitation for all. These goals guide countries to improve their population welfare and to promote long-term development.

The voice of the African Union has significant bearing on the continent and can help advance the agenda of investing in safety net programmes as a means of achieving the Sustainable Development Goals. In this regard, the 26th African Union Summit held in January 2016, in its final statements, recognizes “the immense value of Home Grown School Meals Programmes to enhancing retention and performance of children in schools, and in boosting income generation and entrepreneurship in local communities”. This declaration further encourages Member States with school feeding programmes to continue their efforts and invites other Member States to learn and adapt lessons from those running

school feeding programmes to enhance access and retention of children in school.

Kenya adopted free primary education as a government policy in 2003, and building human capital through quality education is a central pillar of Vision 2030. The National Education Sector Plan (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 in educational achievements, regional disparities still exist. Children in arid and semi-arid counties, including in pockets of poverty in rural and urban areas, still face disadvantages in education due to a combination of factors that include food insecurity, conflict, inadequacy of school models in regard to pastoralist lifestyle, as well as high malnutrition 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.

Despite Kenya’s achievement of significant economic growth and performance, inequality persists. 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 poverty line is still about 45.5%.³ Of this, about 80% live in rural areas and primarily pursue agricultural-based livelihood strategies.⁴ Poverty, food insecurity and malnutrition are particularly severe in the arid and semi-arid lands, which cover 80% of Kenya’s land area and host a third of the population.⁵

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.

3 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

According to the Ministry of Agriculture, Livestock and Fisheries' Strategic Plan (2013–2017), it is estimated that about 47% of the country's population is food insecure. About 2 million Kenyans are in constant need of food relief, with the figure rising to almost 4 million during droughts and floods. 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 and livelihoods—such as withdrawing their children from school and selling off productive assets.

In some regions, per-capita food availability has dropped by 10% over the last three decades.⁷ Food price inflation averaged 11% annually from 2010–2014, with peaks of up to 26%. Food availability in the arid areas is further constrained by poor roads and long distances to markets. Populations in the semi-arid, agro-pastoral and marginal agriculture areas are less food-insecure but still depend on seasonal rain-fed crops. Production is also hindered by low uptake of modern and sustainable agronomic practices.⁸

1.2 Situation Analysis

1.2.1 School Meals

School meals are considered an important safety net for vulnerable children from food-insecure households and communities. Their flexibility for scalability to respond to emerging needs was demonstrated during the major droughts of 2009 and 2011, when the school meals programme served as an important safety net for expanding children's access to food by extending meal coverage to school holidays.

⁶ *Ibid.*

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

⁸ Ministry of Education, Science and Technology. 2015. *National Education Sector Plan: Volume Two: Operational Plan 2013–2018*. Nairobi: Ministry of Education.

The internationally agreed framework Education for All, adopted in Kenya in 2003, introduced a policy of compulsory free primary education aimed at improving access to education. Kenya's education policies reflected in the Millennium Development Goals 2 and 3—universal primary education and gender equity—are now anchored in Sustainable Development Goal 4, to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. In the Kenyan Constitution, article 43(1), sections (c) and (f), asserts that every person has right to be free from hunger, to have adequate food of acceptable quality in adequate quantities, and to education. The Ministry of Education's National Education Sector Programme (2013–2018) and School Health Policy further affirm these rights by stipulating that school children shall have access to a “balanced meal at school”.

The Government of Kenya initiated school meal activities in 1980 in collaboration with development partners and, since then, school meals have remained a core development intervention to support the country's achievements in the education sector.

In 2008, the Ministry of Education developed a sustainable strategy together with partners for the complete handover of the School Meals Programme to the Government, in order to make school meals more sustainable and less dependent on donor funding. In this regard, the Government launched the Home-Grown School Meals Programme in 2009, through which the Ministry of Education transfers cash to schools for purchase of ingredients and provides hot meals from local suppliers to over 900,000 school children in Kenya's semi-arid areas. The number of children supported by the Home-Grown School Meals Programme has grown from 540,000 in 2009 to 900,000 in 2016 and continues to grow as donor support reduces. It is envisaged that through the National School Meals and Nutrition Strategy, the country will implement a national programme with support from national, county and community resources.

Since inception of the school feeding in 1980 and the Education for All policy in 2003, important strides in education have been made in increasing school enrolments and attendance.

Net enrolment and primary school completion rates in arid counties average 34% and 35%, respectively, compared to national rate of 87% and 78%, respectively; and in Nairobi slums the net enrolment and completion rates are 33% and 49%, respectively. These differences are due to structural weaknesses, including the lack of trained teachers, poor teacher attendance, lack of textbooks, and lack of water and sanitation in the arid areas and slums. School meals remain a key incentive to help bridge these gaps by encouraging parents to take their children to school and keeping them there.

Government ownership and capacity to implement the National School Meals and Nutrition Programme is critical to sustainability. Lessons learned from the current school meals programme will be used to build the capacity of government officers to implement the nationwide programme through this strategy and by institutionalizing an effective monitoring, reporting and evaluation system.

There is strong evidence that school meals have multiple benefits, not only to the child but also to the community. In general, school meals in Kenya have been established to have a significant positive effect on education indicators, as well as a significant and positive contribution to reducing hunger and to nutritional intake. Enrolment and attendance rates as well as primary completion rates have been found to be higher in schools with meals.⁹ Primary school completion rates have also been found to be higher in schools with meals, and school lunches can account for approximately a third of the recommended daily allowances of energy, protein, vitamin A, iron and iodine. Multiple safety net effects are also derived from the school meals. Most directly, there is an economic benefit to the household, as a meal in school not only transfers income to families but also allows parents to leave their children in school during the entire day, freeing up time to expand income-earning activities.

⁹ World Food Programme. 2011. *County Portfolio Evaluation (2006-2010)*. Report number: OE/2011/020.

Within the framework of the devolved resources at the county level, the Ministry of Education and its partners need to work closely with county governments to increase allocation of resources to assist the targeted schools. Support to early childhood development education centres, including provision of learning facilities, meals and teaching staff, is currently a devolved function of county governments.

1.2.2 Nutrition

School meals should not only strive to alleviate short-term hunger but should also meet the nutritional needs of children. This is key to their growth and development. Nutrition contributes to economic, social and human development. Good nutrition throughout the lifecycle is a prerequisite to good health, adds to quality of life and is the foundation for a strong and productive society. Nutrition deficiencies in a country have significant economic costs for individuals, households, communities and the nation at large. Lack of adequate nutrition manifests itself as an increased disease burden, alongside various physical and mental problems. These result in enormous losses in terms of human capital and economic productivity for a country.

The goal of Vision 2030 is to “transform Kenya into a globally competitive and prosperous nation with a high quality of life by 2030”. However, malnutrition is one of the biggest threats to Kenya’s attainment of Vision 2030 and the achievement of stipulated rights within the constitution. Without scaled up and sustained efforts to address malnutrition, the country’s economic growth and long-term development will be seriously affected.

The Kenya Demographic and Health Survey (2014) shows that significant progress has been made in addressing malnutrition. From 1998 to 2014 in children under five, stunting levels decreased from 38% to 26%; wasting declined from 7% to 4% and percentage of underweight children from 18% to 11%. However, regional disparities exist, with nutrition indicators being significantly poor in areas such as Kilifi, Kitui, Mandera and West Pokot, and with some reflecting more than 40% stunting rates.

This strongly correlates with low literacy and other education indicators, which are, in turn, attributed to low education levels of household heads, limited access to adequate diet, poor hygiene and cultural practices.

Micronutrient deficiencies are highly prevalent in Kenya, especially among children under five and women of child-bearing age. The Kenya National Micronutrient Survey conducted in 2011 showed that children under five years are particularly affected by micronutrient deficiencies: vitamin A (9.2%), anemia is 26.3%, iron deficiency 21.3% and iron deficiency anemia is 13.3%, zinc (83.3%), Women, especially pregnant women, are also among the most vulnerable with a prevalence of anemia is 41.6%, iron deficiency at 36.1% and iron deficiency anemia is 26% among pregnant woman. Among non-women of reproductive age anemia prevalence is 21.9%, iron deficiency 21.3% and iron deficiency anemia is 14%.

Micronutrient deficiencies are responsible for childhood deaths in Kenya and often co-occur with stunting and/or wasting. Such deficiencies weaken the immune system, leaving those affected vulnerable to disease. When left unresolved, micronutrient deficiencies may result in death.

Alongside these issues, Kenya is also facing an emerging incidence of overweight and obesity. The 2014 Kenya Demographic and Health Survey found a prevalence of overweight among children under five at 4%. The prevalence of overweight and obesity among women of reproductive age is 33%, with women in urban areas more likely to be overweight or obese (43%) compared to women in rural areas (26%). Obesity among men is 17% according to the stepwise survey of NCD risk factors while 94% of adults do not consume adequate servings of fruits and vegetables daily. The school setting is recognized as one of the key avenues to implement strategies for the prevention and management of malnutrition

1.3 Legal and Policy Framework

The National School Meals and Nutrition Strategy provides a framework for implementing school meals and nutrition initiatives in Kenya. It is in line with various national and international legal and policy obligations to which Kenya is signatory. Such international protocols relating to education and human rights include the **Millennium Development Goals** (MDGs) and the Sustainable Development Goals. While Sustainable Development Goal 4 explicitly focuses on inclusive and equitable quality education and life-long learning for all, goals 1, 2, 3, 5 and 6 have direct implications for school meals and nutrition.

The **Kenya Constitution** (2010) obligates both the state and parents to facilitate quality basic education by all children. Specifically, Chapter 4 expressly guarantees all Kenyans their economic, social and cultural rights, including the basic rights to health, education, food and decent livelihoods. Article 43 (1)(c) states the human right to be free from hunger, to have adequate food of acceptable quality and (1)(d) the right to clean and safe water in adequate quantities. **Vision 2030** aims to transform Kenya into an industrialized, middle-income country, providing a high quality of life to all its citizens by the year 2030. Under the economic and social pillars, Vision 2030 further emphasizes enhancement of agricultural productivity, incomes, food security nutrition and expanded access to education and training.

Sessional Paper No. 2 of 2015 on education and training and the National Education Sector Plan (2013–2018) stress the Government's commitment to implement the **Basic Education Act** (2013) and the **Strategic Plan of the Ministry of Education** (2013–2017). In addition, the second medium-term plan (2013–2017) of Vision 2030 emphasizes the need to expand school meals to all early childhood development education centres and increase coverage of vulnerable children. Altogether, these documents commit the Government to setting aside resources for school meals.

Sessional Paper No. 2 of 2015 commits the Ministry of Education to implement the National School Health Policy¹⁰ and National School Health Guidelines¹¹ and to adopt a holistic approach to ensure the provision of water and sanitation in schools, and immunize, deworm and regularly feed school children. The National Education Sector Plan (2013–2018) acknowledges that health and nutrition are crucial to the overall achievements of school-age children. Therein, school meals are recognized for their contribution to addressing nutritional requirements, which helps children to concentrate on their studies. They are viewed as a tool to address specific micronutrient deficiencies (particularly iodine and iron) in school-age children, which directly affect cognition and can impact school performance.

In the National Education Sector Plan, the Government therefore commits to enhance the National School Meals and Nutrition Programme by, among other things, establishing standards and regulations for school meals. The initiatives suggested include storage, preparation, handling and quantity of food served to learners. Also envisaged is improved quality of and expansion of the National School Meals and Nutrition Programme to include pre-schools and boarding schools in collaboration with local communities. The National Education Sector Plan further determinates health and nutrition education in schools as a key component of the policy.

The National School Health Policy and the National School Health Guidelines identify children’s rights to health, nutrition services, water, sanitation and education as guiding principles. They seek to promote gender equality and equity and to enhance children’s rights and protection in schools. The policy and guidelines recommend integration of relevant school meals and nutrition interventions as well as strong multi-sectoral partnerships, coordination and collaboration so as to enhance learners’ health.

10 Republic of Kenya. 2009. *National School Health Policy*. Ministry of Public Health and Sanitation and Ministry of Education. Nairobi: Kenya.

11 Republic of Kenya. 2009. *National School Health Guidelines*. Ministry of Public Health and Sanitation and Ministry of Education. Nairobi: Kenya.

The **Crops Act** (2013) provides for establishment and enforcement of standards in grading, sampling and inspection, tests and analysis, specifications, units of measurement, code of practice and packaging, preservation, conservation and transportation of crops to ensure health and proper trading. The **Agriculture Sector Development Strategy** (2010–2020) requires all stakeholders in the agriculture sector to ensure food and nutrition security for all Kenyans and to generate higher incomes and create employment.

The **Ministry of Agriculture, Livestock and Fisheries’ Strategic Plan** (2013–2017) seeks to increase national food and nutrition security and agricultural productivity and outputs, and improve market access and trade for agricultural products and nutritional security as well as enhance the role of youth in agriculture. This includes establishment of irrigation projects in schools, such as fish ponds and water-harvesting infrastructure.

The **Food and Nutrition Security Policy** (2011)¹² highlights 14 priority nutrition areas, including reducing the prevalence of micro-nutrient deficiencies, improving nutrition in schools and other institutions specifically aiming at addressing institutional feeding (which explicitly mentions school feeding) and data collection and cross-sectoral data analysis on food and nutrition. The **National Nutrition Action Plan** (2012–2017) further commits to “promote appropriate nutrition for school children and adolescents” and highlights improvement of nutrition and school feeding in schools, and public and private institutions amongst its strategic objectives.

The **National Social Protection Policy** (2011)¹³ acknowledges 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. School meals are recognized as cross-

12 Republic of Kenya. 2011. *National Food and Nutrition Security Policy*. Agricultural Sector Coordination Unit. Nairobi: Kenya.

13 Republic of Kenya. 2011. *National Social Protection Policy*. Ministry of Gender, Children and Social Development. Nairobi: Kenya.

sectoral interventions that, despite being led by a specific government sector, require coordination and support from other sectors, especially social protection, agriculture and health, to unleash their most positive outcomes.

1.4 Conclusion

Food and nutrition security is, together with free basic education, among the key priorities for the international community and Kenyan Government in Kenya, as stipulated in the legal and policy documents reviewed reviewed and other global commitments. Further, ongoing promotion of nutrition and water, sanitation and hygiene education in schools is perceived as a

mutually beneficial approach. When integrated with school meals, this abides by the Kenyan Government's priority toward promoting health and nutrition in schools as stipulated in most of its policies.

Through this strategy, the Government reaffirms its commitment and determination to address the legal and policy concerns of school meals and nutrition in order to facilitate attainment of quality education for all children.

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 to ensure that all school children receive healthy, safe and nutritious school meals.

Vision, Mission, Strategic Objectives, Principles and Rationale

2.1 Introduction

This strategy, which provides a basis for the design and implementation of the National School Meals and Nutrition Programme in Kenya, states that establishment of the programme must be based on a common ground of principles, goals and requirements. Thus, it is of utmost importance that any initiative abides by the framework proposed in this strategy, as the building process of this document is underpinned by broad participation of multiple sectors from national to local levels.

This section presents the vision, mission, objectives, principles and rationale of the National School Meals and Nutrition Strategy in Kenya.

2.2 Vision and Mission

2.2.1 Vision

School children are well-nourished and healthy to be able to learn.

2.2.2 Mission

To provide, promote and coordinate school-meal and nutrition initiatives in Kenya.

2.3 Strategic Objectives

Building on core elements of the National School Health Policy and other national documents, six strategic objectives have been developed to deliver the National School Meals and Nutrition Strategy. Annex 2 lays out the strategic objectives as a results framework.

Strategic Objective 1. To increase awareness and intake of adequate, locally available and nutritious foods among school children and their communities

The government recognizes that school meal and nutrition interventions are a strong tool for increasing nutritional intake, promoting healthy eating habits and valuing local eating habits and ingredients. Malnutrition in childhood affects school enrolment, retention and overall performance and may even constrain the optimal development of children's potentials. Balanced 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 standards for macronutrient and micronutrient provision through school meals integrated with specific micronutrient-deficiency prevention strategies from the health sector whenever appropriate. Specific guidelines and complementary documents will provide minimum standards for food quality and safety and promote hygiene to minimize any risk to the health of children originating from school meals. To realize the objective of improved nutrition awareness, this strategy therefore promotes the link between school meals with health and nutrition education for school-age children to enable them make nutritious informed food choices throughout their lives.

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

Improving educational indicators is one of the main purposes of the National School Meals and Nutrition Programme in Kenya. The programme contributes to enhanced enrolment, attendance and retention. Well-nourished children are more likely to achieve better learning outcomes and income in adult life. Hunger on the other hand, impedes concentration and undermines the ability of children to learn.

Strategic Objective 3. To promote local and inclusive development

The Government of Kenya acknowledges that school meal and nutrition initiatives have multiple benefits and, when integrated within economic, social and agricultural dimensions, can produce tangible impacts on the development of the community. Specifically, school meal and nutrition initiatives should be linked to locally produced food from smallholder farmers for long-term food and nutrition security, supporting not only school children but also the development of markets, smallholder farmers and other actors along the supply chain. This approach creates opportunities for generation of local value addition, as the programme can be tailored to promote food processing and flour milling and fortification industries.

The strategy highlights the prioritization of the direct purchase of food items from smallholder farmers to the National School Meals and Nutrition Programme. Procurement will prioritize direct purchase from local smallholder farmers, then regionally and nationally until adequate supplies are found.

Strategic Objective 4. To develop and implement a sustainable national school meals and nutrition programme

The strategy encourages stakeholders to discuss the development of mechanisms for improving the implementation of the National School

Meals and Nutrition Programme in Kenya. In the strategy a broader participation from the national level, through counties and sub-counties, to school communities is envisaged. Also acknowledged is that stable funding from the national government through a dedicated budget is crucial to underpinning a sustainable school meal and nutrition programme. It is equally acknowledged that resources from the national government alone will not suffice to cover all learners and schools.

A decentralized school meal and nutrition model will rely on the active involvement and engagement of diverse actors to ensure that the interest of local actors in the programme is maintained and accountability structures established and strengthened. The local actors will also receive support for the duties rendered to the programme.

The Government's intention is to move towards a flexible, universal school meal and nutrition programme that takes cognizance of different management modalities and partners. However, these modalities should adhere to the spirit of this strategy for greater efficiency in procurement and management. Accountability is a key component of design and implementation, hence the need for coordinated monitoring and evaluation. This will also give guidance to private schools on how to carry out a school meals and nutrition program in a beneficial and sustainable manner. The role and responsibilities of all stakeholders in this process will therefore be crucial.

Strategic Objective 5. To promote partnerships and multi-sectoral coordination for complementary support and effective implementation of the school meals and nutrition programme

Effective implementation of national school meals and nutrition programme will rely on partnerships and resource mobilization from various sources, including both the public and private sectors. Fostering partnerships between county, national and international actors will ensure that the programme's objectives are met to the greatest extent possible.

Strategic Objective 6. To strengthen governance and accountability in implementation of the school meals and nutrition 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, treasury and other sectors. For an effective and sustainable programme, a multi-sectoral coordination platform with legal backing and specific responsibilities and accountabilities should be put in place at all levels within the relevant sectors of the government.

2.4 Guiding Principles

Rights-based approach: Every child has a right 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: Planning and implementation of the National School Meals and Nutrition Programme shall address the specific needs of children from different regions and backgrounds and promote gender equality.

Direct purchase from local smallholder farmers: Smallholder farmers, firstly from local and secondly from regional levels, will be prioritized for direct purchase of food, so stabilizing markets, strengthening the capacities of smallholders and communities, and improving their incomes and livelihoods.

Nutrition sensitivity: The school meal and nutrition initiatives should increase nutritional intake and meet and promote healthy food-consumption habits. As such, all institutions should adapt the laid-down nutrition standards and requirements in food storage, meal preparation and service.

Cultural sensitivity: The composition of school meals should adapt to locally and regionally available nutritious foods and ingredients in order to promote culturally sensitive, healthy dietary habits.

Integrity and accountability: All school meal and nutrition stakeholders shall commit to act in an honest, accountable and transparent manner in all their programme undertakings.

Multi-sectoral partnerships, coordination and collaboration: A multi-sectoral approach is critical for the successful and sustainable implementation of school meal and nutrition interventions. In particular, strong partnerships amongst the national and county governments, local communities and other relevant stakeholders are necessary to reduce risks and provide room for programme scale-up. Effective coordination of the different sectors and actors involved must be complementary so as to synergize resources and yield multiple benefits for those involved. This implies the clear allocation of roles and responsibilities for the programme's planning, resource mobilization and management at all levels.

Sustainability, shared responsibility and community participation: Stable government funding is required to support the National School Meals and Nutrition Programme. The national programme will also embrace different school meal initiatives supported by multiple partners, communities and other stakeholders under the guidelines of this strategy. The school meals programme implementation will be a shared responsibility between the national government, counties, sub-counties, local communities and all other stakeholders. School community participation, training and empowerment is critical to the implementation of the programme.

2.5 Rationale

School meal and nutrition interventions have been shown to impact positively on educational achievements. However, until now, no document has clearly outlined a national strategy of how nutrition can be integrated with educational achievement. This report, therefore, outlines areas of focus for school meals in Kenya, and consolidates the strategy for school meal and nutrition initiatives into a single document.

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 for sustainable local, social and economic development in African countries. Combined intervention unleashes a chain of beneficial impacts that break the cycle of poverty, leading to better child nutrition and support for better education. This results in improved dietary and health choices by mothers, leading to better birth outcomes and enhanced educational success for the next generation.¹⁴

School meal and nutrition interventions have been proved to provide quantifiable returns.¹⁵ 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.¹⁶ A recent study in Kenya indicates that the investment of US\$1 in home-grown school meals returns US\$9 to the economy.¹⁷

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.

Global evidence on locally sourced school meals reveals a multiple-win opportunity for policymakers, with important benefits for school achievement, employment and economic growth. Combining nutritionally balanced school meals with health and nutrition education delivers improved school performance as well as employment and income in later life.¹⁸ The Government recognizes that the combined direct and indirect impacts of school meals and nutrition on school children, their families, smallholder farmers and local economies

promote sustainable development and inclusive growth.¹⁹

This strategy is based on evidence from existing programmes and is founded on the goals of key policies of Kenya, particularly the Constitution. It aims to provide essential information necessary for guiding school meal interventions in the country. The strategy guides implementation of school meal and nutrition programmes at national, county or school level, with multiple funding sources.

The National Education Sector Plan identifies home-grown school meals as the preferred strategy for providing school meals in Kenya. The Home-Grown School Meals Programme aims to link school meals and local smallholder farmers, embedding school meal planning with health and nutrition education, and ensuring that school meals are both nutrition sensitive and culturally sensitive, thus respecting dietary habits while providing adequate intake of macronutrients and micronutrients for all school children. The programme brings multiple positive outcomes for school children, farmers and communities. Such opportunities include:

- bolstering efforts towards children's universal access to free education;
- strengthening food and nutrition security of children and their households and communities, especially amongst the most vulnerable groups;
- facilitating smallholder farmers' access to structured markets and capacity-building opportunities;
- encouraging governments to integrate education, health, social protection and agriculture policies; and
- improving cross-sector coordination mechanisms towards global goals such as tackling hunger and poverty and spurring inclusive development.

14 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.

15 See Annex 1 for diagramme of the mutually reinforcing effects of nutrition, health and educational benefits of school meals. Source: World Food Programme, Investment Case Study for School Meals Programme in Kenya, 2016.

16 World Food Programme. 2016. *Investment Case Study for School Meals Programme in Kenya*. Nairobi: Kenya.

17 Idem.

18 Idem.

19 Barrientos, A. and Sabates-Wheeler, R. 2006. *Local economy effects of social transfers - final report*. Brighton: University of Sussex.

By offering stable markets, home-grown school meals offer unique opportunities to strengthen smallholder and community capacities and improve their income, ultimately improving livelihood opportunities and sustainable and inclusive development.

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

By boosting the link with local smallholder farmers' supply, the Home-Grown School Meals

Programme can further contribute to improved food and nutritional security as well as promote health and nutrition education.

Training for smallholder farmers on diverse issues must be a continuous effort led by the agriculture sector of both national and county governments. Training and extension must address capacity development, support for creation and development of cooperatives and associations, access to inputs such as credit, facilities, technologies and seeds, and support on production planning, marketing and access to markets. The education and health sectors must cooperate in the efforts for comprehensive planning of required training for smallholder farmers and procurement of food for schools.

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 designed and implemented based on a common ground of principles, goals and requirements. Thus, it is of utmost importance that any initiative abides by the recommendations herein stated, as the building process of this document is comprised of broad participation of multiple sectors from national to local levels. This is part of the shared effort for providing nutritious and safe food for all children in Kenya.

This chapter presents the guidelines for designing and implementing the National School Meals and Nutrition Programme based on the strategic objectives framework.

3.2 Programme Sustainability

For a programme to be sustainable from the perspective of public policy, five dimensions must be taken into consideration:

1. **Policy and legal frameworks** refer to a consolidated system of documents and norms that set principles and goals to guide the programme, which should fit within a broader framework and integrate with other government sectors. A national plan is usually a broad strategy within which government sectors, policies and programmes are arranged.
2. **Financial capacity** implies that for a programme to be sustainable and nationally

owned it needs to have a funding source that is stable and enshrined in the government's budget. Stable funding is a prerequisite for sustainability. This may be established through a combination of government resources with complementary funding. However, a regular government budget line must be in place to ensure public and stable funding. In the long term, the country should aim for independence from external support.

3. **Institutional capacity and coordination** are achieved by ensuring that specific government institutions are responsible and suitably prepared to manage the National School Meals and Nutrition Programme, ranging from the national to local levels. It also implies the creation of adequate coordination mechanisms and clear roles of stakeholders towards the programme.
4. **Design and implementation** must tap into assessments of the underlying context as well as integrate with broader policies. This dimension provides guidance on procurement procedures, monitoring and evaluation, accountability and roles and responsibilities of different actors among the institutions involved.
5. **Community participation and oversight** encompasses contributions of community-level stakeholders in ensuring that the inputs of beneficiaries and practitioners reach policymakers for decision-making.

Schools in Kenya operate under different contexts (public or private schools, in urban and rural areas and with different socio-economic backgrounds). This strategy further acknowledges that diverse modalities or combinations of modalities fit best within the reality of the different contexts.

3.2.1 Modalities of Implementation

The decentralized modality

In this modality, funds are transferred from the national or county governments to local levels

such as devolved government units, schools, community committees or other stakeholders. Funds are transferred from central to local level together with the responsibility for purchasing, storing, preparing and serving the meals, and for accountability. The local actors therefore undertake food procurement and storage, meal preparation and management of the National School Meals and Nutrition Programme through locally established mechanisms, often guided by national guidelines. Nonetheless, the central government maintains accountability for the funds provided for the programme's implementation.

The modality has been widely used in Kenya through the Home-Grown School Meals Programme, which transfers resources to school committees for implementation of school meals. Such decentralized modalities best facilitate the targeting of local smallholder farmers for food supply.

The centralized modality

Under the centralized modality, procurement is undertaken either at national or county levels and the food is distributed to schools for preparation. In this case, logistical arrangements may be shared between institutions and partners through different models, based on the capabilities and constraints of each entity. For instance, the in-kind provision of food to schools is of special relevance in areas where food supply chains are not sufficiently organized and decentralized procurement would be challenging to implement, such as in remote areas.

Outsourced catering services

In this modality, the supply and provision of meals is outsourced. Catering services may be contracted by schools or governments for food supply and delivery. Another option is for a government to contract a partner to manage the entire programme, including food procurement and delivery to schools, payment of the cooks, monitoring and accountability of the programme to its funders.

The community-based modality

This modality presents the following options:

- Parents may contribute to school meal and nutrition activities with either food or money. In some cases, communities play a fundamental role by complementing the government's funding and overseeing the programme's implementation. In other cases, communities lead the autonomous management of meals for their school children.
- Parents may contribute specific funds to school meal and nutrition activities as part of the school levies (as is the case with some privately owned schools).
- School farms (also known as school gardens) may supplement the existing food supply to a certain extent as well as use the farming initiatives as learning projects for health and nutrition education within the school's pedagogical plan.
- Parents may pack food for their children based on an acceptable standard food basket and guidelines. Teachers then organize the children to have the meal at a common place and time.

Mixed modalities

Different modalities may overlap to bring about synergy and optimize resources, thereby exhibiting features of both the centralized and decentralized models. A school meals unit at a local level may, for instance, manage both the resources transferred from national or county government for local procurement processes and the in-kind donations of the community, combining them creatively to provide balanced meals for the school children.

The mixed modality enables different stakeholders to organize their school meal and nutrition initiatives according to regional peculiarities while adhering to national policies and guidelines.

3.2.2 Food Procurement

Food procurement for the National School Meals and Nutrition Programme will be guided by the Public Procurement and Assets Disposals Act (2015). However, preference will be given to local smallholder farmers who qualify as per the act. This is a priority for this strategy and a vector to promote social, economic and agricultural development.

3.2.3 Aggregation, Storage and Distribution of Food Commodities

The National School Meals and Nutrition Programme requires complex logistical arrangements involving stakeholders engaged in the diverse stages of the food supply chain. Each modality sets its own scenario of strong and weak points as well as specific arrangements, while all modalities must comply with national requirements and guidelines related to aggregation, storage and distribution of food.

3.2.4 Nutritional Considerations

Schools may provide food to children in the form of a meal or snack eaten at school. The choice to provide a meal or snack depends on the intervention's objectives and costs. The following information should be considered when designing school meals:

- number and duration of school sessions (half day/full day)
- age range of the target children
- prevalence of nutrition-related conditions/ deficiencies
- national nutrition guidelines
- food safety standards
- locally available foods, food habits and preferences
- range and quantities of available food, and their sources

- price of commodities that provide similar nutritional values and can be substitutes
- cash resources available for local purchase
- fuel and water availability
- community participation
- local fortification capacity

A ration needs to be relevant in three aspects: i) nutritionally appropriate, ii) socially appropriate and acceptable, and iii) practically feasible and sustainable. The following sections outline how this can be achieved.

Nutritionally appropriate school meals

Macronutrients: School meal programmes should have a nutritional objective and should therefore include commodities that provide the recommended nutrient intake for macronutrients. Diets low in carbohydrates, proteins or fats can result in malnutrition even if dietary energy supply is adequate. School meal rations should thus provide adequate amounts of fats, carbohydrates and proteins, which, when combined, are expressed as a percentage of total energy provided.

Table 1 illustrates the approved macronutrient intake for school meals based on World Health Organization and Food and Agriculture Organization dietary guidelines.²⁰ Examples of meals that cover these macronutrient requirements are given in Annex 3.

Micronutrients: Deficiencies of iron, iodine and vitamin A are of great public health concern given the micronutrients' role in growth and development of children and women of reproductive age. Micronutrient levels should be assessed and considered when designing school meal programmes.

School meals should strive to provide adequate sources of micro nutrients through consumption of micro-nutrient rich foods. This

²⁰ WHO and FAO. 2003. *diet, nutrition and the prevention of chronic diseases*. Report of the joint WHO/FAO expert consultation. WHO Technical Report Series, No. 916 (TRS 916).

includes fruits and vegetables and other plant and other sources.

Nutritional surveillance must be in place and integrated within the National School Meals and Nutrition Strategy. Micronutrient supplementation is only possible with adequate strategies and implementation guidelines in place and with continuous coordination between the health and education sectors. For the purposes of this strategy, micronutrient supplementation and assessment of deficiency will be addressed in specific guidelines to be provided by the Ministry of Health.

Specific guidelines are available on food quality, food safety, storage and preparation in the implementation of school meal initiatives (see the Home-Grown School Meals Programme Implementation Guidelines, Ministry of Education, 2017).

For successful implementation of school meal and nutrition initiatives, appropriate water, sanitation and hygiene practices are crucial in food preparation and provision. Public health standards for food handlers also need to be observed by all stakeholders at all levels.

Recommended food basket: A combination of the food groups given in Table 3 should be consumed on a daily basis to ensure a healthy diet and prevent malnutrition. The more diverse the diet, the healthier it is. In addition, fortification of food commodities for the National School Meals and Nutrition Programme should adhere to the laid down guidelines.

Timing of school meals: The number and timing of school meals and snacks should be determined by the objectives of the intervention and the number and duration of school sessions. This is important to ensure maximum impact on the reduction of short-term hunger. In most circumstances, snacks or meals should be provided as early as possible, during the first break for half-day schools or as lunch in full-day schools. In full-day schools, complementary snacks are strongly recommended either on arrival or return of learners to their homes.

Socially appropriate and acceptable school meals

School meals should, as much as possible, make use of locally available and socially acceptable foodstuffs that are familiar to children and their families. The composition of meals should be determined primarily by local food habits and preferences. Food commodities should also be easy to prepare with minimum fuel consumption.

To ensure appropriate school meals, the following should be taken to account;

1. Development of comprehensive food based school feeding guidelines that will ensure healthy meals are offered in schools through Provision of nutrient dense foods including fruits and vegetables or other
2. Promotion of establishment of school gardens that can supplement and enrich school meals
3. Strengthen capacity of implementers of school feeding to ensure understanding of school meals and nutrition with the perspective of school feeding
4. Incorporate nutrition education and promotion in school feeding programs
5. For successful implementation of SMN initiatives, appropriate water, sanitation and hygiene practices are crucial in food preparation and provision.

Feasible and sustainable school meals

To be relevant, the meals should be sustainable in terms of cost, supply and logistics by taking the following into consideration:

- keep the number of commodities to an acceptable minimum;
- choose easy-to-prepare commodities, especially for early meals and snacks; and
- assess if local processing and fortification is available or could be developed.

3.2.5 Complementary Interventions and Partnerships

As a stand-alone intervention, school meals cannot attain their maximum potential because of the complex and interrelated factors that connect food security, learning, health and nutrition. The National School Meals and Nutrition Programme is thus best implemented as part of a package of activities addressing quality education, nutrition and health through complementary school-based interventions.

In terms of procuring local produce from smallholder farmers, the following complementary actions must be considered:

- technical support for smallholder farmers for production, management and access to structured markets;
- targeted access to financing, seeds, inputs and technology; and
- support to access markets such as provision of other public procurement opportunities besides school meals.

Essential package interventions

Some interventions are fundamental to school meals and can be considered as components of an essential package to be integrated with the school meals. Together these reinforce the benefits of the National School Meals and Nutrition Programme and must be implemented in close coordination. They include:

- deworming of children
- assessments of nutritional status of children
- micronutrient supplementation when necessary
- use of fuel-efficient stoves
- correct waste management
- provision of safe drinking water

- nutritional education
- education on hygiene and sanitation
- environmental education
- provision of separate latrines for boys and girls at school
- HIV prevention education
- psychosocial support
- use of school gardens, when possible
- prevention of malaria through insecticide-treated nets

Partnerships for complementary activities should be encouraged through governance and multi-sectoral coordination, such as education working groups, school health and nutrition task forces, and donor cluster meetings. It is necessary to identify which partnerships are most important to deliver a comprehensive and well-supported school meal and nutrition programme.

3.3 Sustainable Resource Mobilization

3.3.1 Resource Mobilization Strategy

Sustainability of the National School Meals and Nutrition Programme must not rely on a single source. Broader mobilization is necessary to reduce risks and provide room for scaling-up school meal interventions. This section outlines a strategy for mobilizing resources for the National School Meals and Nutrition Programme, in terms of financial support, in-kind food support, sustainable agriculture production and community participation.

Currently, not all schools receive government funding for school meals. In the Home-Grown School Meals Programme, only the food-insecure

areas in the country are catered for. Privately owned schools offer meals without government support. In this strategy, guidance is provided to all schools on how to implement successful school meal and nutrition activities, regardless of their management styles.

The paramount issue in resource mobilization for school meals is to ensure an enabling environment for sustainable, regular and sufficient funds for all aspects of implementation, including monitoring and evaluation. A stable government budget, domiciled on firm legal framework to avoid reallocation, is a pre-requisite, even if such a budget does not suffice to cover all required costs for providing school meals to all school children.

National government funding

Currently, funds from the Government are disbursed directly to school accounts. The national budget for the National School Meals and Nutrition Programme ought to be ring-fenced to ensure regular and sufficient funds to run the programme, protecting the fund from reallocation to other budget lines. The budgeting process should take into consideration increasing needs due to changes in enrolment and the cost of food items in subsequent years.

County government funding

The county governments shall support all school meals offered in public early childhood development centres. For primary schools, complementary funding from counties should be established through an agreed agenda and responsibilities shared through pacts between the national and county governments. From the national government, disbursements will then be either transferred to counties or directly to schools, depending on the pact established with each county government.

Support for school meals from social protection

Social protection recognizes school meals as a safety net for vulnerable school children and their households. The implementation of school meals in itself is often a safe and fruitful pathway to channel and scale-up specific

emergency response measures to vulnerable households. Therefore, social protection can financially support and actively participate in the coordination of school meals nationwide.

Support from other actors

Other funding sources, such as development partners, faith-based organizations and the private sector, can supplement the national budget or budgets of vulnerable schools that do not have government support.

This support should be in accordance with principles, guidelines and goals established within the National School Meals and Nutrition Strategy.

In-kind support

Schools may receive in-kind support—a traditional modality of support for school meals. This must also abide by the guidelines of the National School Meals and Nutrition Strategy. Likewise, nutrition, food safety and food quality standards as well as the design, implementation and monitoring of in-kind support to schools should follow the strategy's guidelines.

Parental initiative

Through parental associations, resources may be mobilized for school meal and nutrition activities by agreeing on a set amount that enriches the available food basket. The menus should be planned based on the National School Meals and Nutrition Strategy and the National Guidelines for School Meals (under development) in terms of quality and quantity.

Schools that have access to land and can support the growing of food crops may use school farms or gardens as a complementary component of school meals with support from agricultural extension workers. The supply must satisfy nutrition, food safety and food quality standards, whilst respecting the local eating habits of each region.

Community participation

Community participation is a guiding principle of this strategy. Communities may be engaged

in resource mobilization and actively participate in implementation, but they should be included in the design, oversight and monitoring and evaluation of school meal and nutrition initiatives.

Community engagement brings several benefits, including improved impacts of education on health and nutrition, closer links to smallholder farmers, functional monitoring and oversight of implementation, and the overall improvement of cost-effectiveness of the school meal interventions.

School meal programme committees should be established in every school in Kenya, with varying compositions depending on their assigned roles by county governments. As parents and communities would donate time when participating in school meal programme committees, further support, such as in-kind or monetary resources, as well as voluntary work, should be demanded only as a last measure, such as in emergencies.

Governance and Institutional Framework

4.1 Introduction

The Government recognizes that the successful achievement of school meal and nutrition strategic objectives requires multi-sectoral planning and intervention. This will be coordinated by the Ministry of Education, with

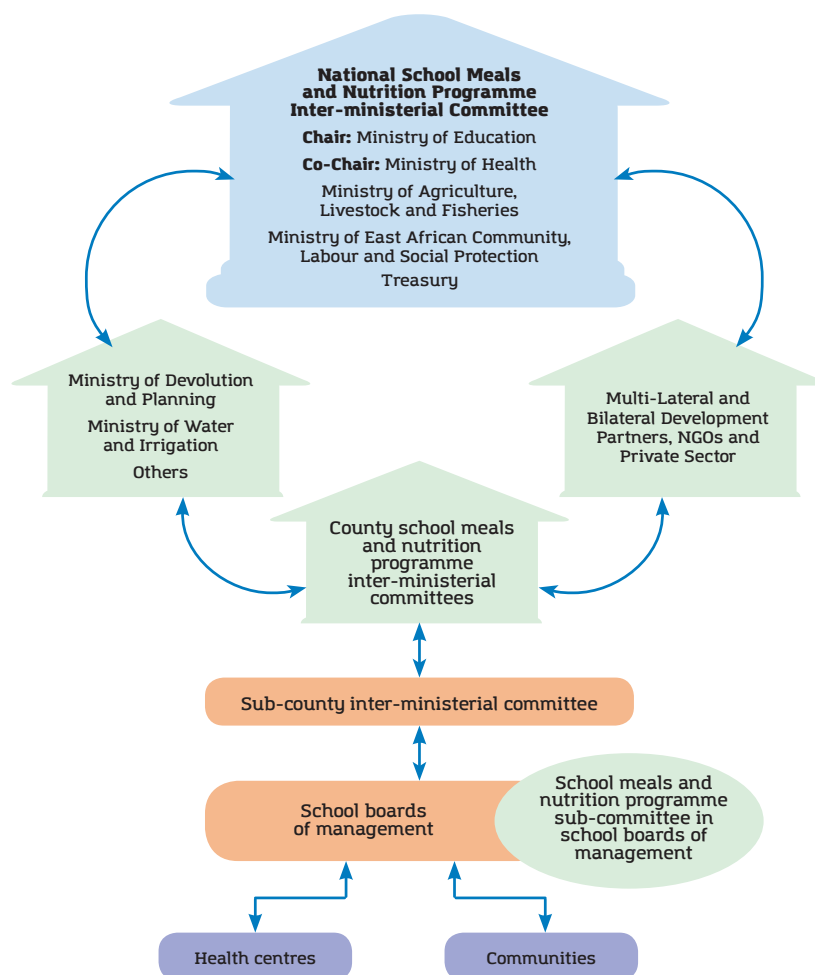
the participation of key actors in agriculture, health, social protection, finance and others. Synergies between the sectors are crucial for high quality implementation, value addition to the supply chain, and maximum utilization of resources and personnel.

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

4.2 Institutional Framework

The institutional framework for coordination and management of the National School Meals and Nutrition Programme is presented in this section, and is depicted in Figure 1.

Figure 1.
Inter-sectoral coordination framework for the National School Meals and Nutrition Programme



4.2.1 Inter-Sectoral Coordination Framework

Specific responsibilities regarding implementation of school meals will be shared across various ministries and other non-governmental stakeholders. This underscores the need for an effective coordination system across all actors involved. Coordination must rely on two pillars: i) clear roles and responsibilities; and ii) clear leadership.

The School Health, Nutrition and Meals Coordination Unit at the Ministry of Education will convene and promote inter-ministerial and inter-agency dialogue, including information sharing, discussions, sectoral planning and budgetary processes as well as the monitoring of progress towards agreed objectives outlined in the School Meals and Nutrition Strategy. Further, 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, ongoing capacity building and leadership nurturing efforts anchored at the School Health, Nutrition and Meals Coordination Unit at the Ministry of Education will be critical. These activities will be guided by regular operational plans designed to strengthen the implementation of the National School Meals and Nutrition Programme.

The school meal and nutrition committees outlined in Figure 1 will be the main mechanisms for discussing the implementation of the National School Meals and Nutrition Programme and will involve the different ministries, such as the Ministry of Education, the Ministry of Agriculture Livestock and Fisheries, the Ministry of Health, the Treasury and the Ministry of East African Community, Labour and Social Protection. A linkage between the national and sub-national committees must be established in order to coordinate actions towards implementing the programme. County school meal and nutrition committees will play a major role in implementing the School Meals

and Nutrition Strategy. This will include defining the roles of school committees, complementary budgets for school meals, and level of decentralization of procurement.

School meal and nutrition sub-committees within boards of management should be established in all schools. Depending on the roles assigned to these committees, such as proposal development or procurement, co-option may be necessary.

The national inter-ministerial committee will develop mechanisms for smooth coordination with other relevant government fora, such as the Social Protection Council.

4.2.2 Roles and Responsibilities

The Ministry of Education will strengthen the coordination mechanism for implementing the National School Meals and Nutrition Programme to steer the dialogue, implementation, monitoring and evaluation efforts across the various ministries and stakeholders. Thus, in addition to its main responsibility for the whole National School Meals and Nutrition Strategy, the Ministry of Education will promote liaison with all concerned ministries and other agencies in implementing their own activities in regard to school meals.

The **national government** will focus on coordination and oversight of the school meal and nutrition interventions countrywide by collaborating with relevant actors and reinforcing linkages with related policies and programmes. In addition, the national government will provide policy and implementation guidance as well as capacity building opportunities for all stakeholders on key issues such as nutrition and health standards, procurement procedures, funding and resource mobilization.

The **national government** will create an enabling environment and facilitate access to economic opportunities for the most vulnerable segments of the population. This will also promote and enable participation of counties and stakeholders in development and review of policies and guidelines for the National School Meals and Nutrition Programme in Kenya.

The **national** and **county** governments will establish pacts defining shared responsibilities, funding and roles. These pacts will also define the roles of school meal programme committees in implementing the National School Meals and Nutrition Programme in each county, including the reporting, monitoring, oversight and procurement procedures to be adopted.

County and sub-county officials are already involved in planning, oversight and monitoring the implementation of school meal and nutrition interventions and hence require to be regularly trained by the national government. Adjustments in roles and responsibilities may arise as cross-sector coordination improves linkages between the National School Meals and Nutrition Programme and other sectoral programmes.

The roles of school meal programme committees will include advocacy, fund raising, monitoring and the overall day to day management of the National School Meals and Nutrition Programme. These roles and responsibilities should be reviewed and adapted regularly in line with the new arrangements.

At all levels of government, the **health, agriculture, water, irrigation** and **social protection** departments will play significant roles in providing support in specific issues of the National School Meals and Nutrition Programme.

The **health** sector will provide guidance on health and sanitation as well as ensuring that only high quality food is delivered to schools. They will also monitor food storage. The nutritionists will lend their expertise to development of lasting food consumption and healthy dietary habits. They will also guide the menu preparation and subsequent purchase planning.

The **agricultural** sector will develop capacities, food production and access of smallholder farmers to markets. They will offer complimentary support to school meals through financial and technical advice on farming initiatives as well as on how to diversify meals by incorporating varieties of tubers, vegetables, pulses and cereals.

Social protection will make use of the benefits of the National School Meals and Nutrition

Programme whilst catalysing its impacts by coordinating the school meal interventions with relevant sectoral programmes. Implementation of school meals nationwide also provides a pathway for timely and efficient scale-up of emergency alleviation interventions. The Single Registry will also provide useful data to streamline policymaking and monitoring and evaluation. This is besides the technical support required by the Ministry of Education to develop a registry of school children under the Education Management Information System.

Involvement of local communities will be determined by the context. Pacts between national and county governments will establish the extent of roles and responsibilities for the school meal programme 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.

The **non-governmental organization (NGO) community** represents an important sector in implementing school meal and nutrition initiatives at community level. In collaboration with other sectors, many NGOs are already actively involvement in implementing health and nutrition initiatives such as school gardens and agriculture-based nutrition. They provide a voice and agitate for the rights and interests of the disadvantaged, including women, children, smallholder farmers, and small and medium enterprises. NGOs also support agriculture by providing credit and building skills for the smallholder farmers, and supporting establishment of cooperatives, farmer-based organizations and related 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. The sector spurs agricultural commercialization and agribusiness development by ensuring a stable supply of inputs, equipment and services to farmers, marketing agricultural produce in domestic and international markets, technology transfer, and maintenance of quality standards. The private sector also contributes to improvement of value chain management and promotes new

farming organizational models (e.g. contract farming). The private sector is at the core of the establishment of markets, capacity development and research.

Both the **private sector** and NGOs offer critical support for one-time investments in infrastructure for food storage and kitchens in schools, as well as for water access.

Academia and research institutions will undertake research and evaluation on school meal and nutrition, including food and crop quality improvement and standards, supply chain analysis and providing evidence for establishing the guidelines on diversification of school meal menus based on smallholder production.

Development partners, bilateral and international donors and other agencies will provide support to a wide range of upstream and downstream school meal and nutrition 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 and level holds specific roles in the management and implementation of the National School Meals and Nutrition Programme, as detailed in Table 4 and Table 5.

Table 4. Roles in implementing the National School Meals and Nutrition Programme per management sector

Level	Coordination mechanism	Membership	Roles
National	National School Meal and Nutrition Technical Committee Chair: Director of Basic Education	<ul style="list-style-type: none"> ■ Ministry of Education ■ Ministry of Agriculture, Livestock and Fisheries ■ Ministry of Health ■ Ministry of East African Community, Labour and Social Protection ■ Treasury, ■ Ministry of Water and Irrigation ■ Ministry of Devolution and Planning ■ County representatives ■ Development partners 	<ul style="list-style-type: none"> ■ Policy formulation and guidelines ■ Budget preparation and funds disbursement ■ Coordination, collaboration and linkages ■ Support and guidance at regional and local levels ■ Capacity building ■ Resource mobilization ■ Planning, monitoring and evaluation ■ Promotion and support to smallholder farmers
County	County school meal and nutrition inter-ministerial committees Chair: County Director of Education	<ul style="list-style-type: none"> ■ County directors of education ■ County directors of Teacher Service Commission ■ County directors of agriculture, health, labour, social security and services, water and irrigation ■ County executive officers for education, agriculture and health ■ Procurement officers of the Treasury ■ Development partners 	<ul style="list-style-type: none"> ■ Coordination and oversight ■ Liaison with ministries and development partners ■ Monitoring and evaluation ■ Resource mobilization and complementary funding ■ Technical guidance ■ Capacity building and training ■ Promotion and support to smallholder farmers ■ Overall implementation of programme ■ Prepare procurement plans ■ Advertise and evaluate tenders ■ Record keeping and reporting ■ Receive, inspect and manage food supplies
Sub-county	Sub-county school meal and nutrition inter-ministerial committees Chair: Sub-County Director of Education	<ul style="list-style-type: none"> ■ Sub-county directors of education, agriculture, health, labour, social security and services, water and irrigation ■ Kenya Primary Schools' Head Teachers' Association ■ Development partners 	<ul style="list-style-type: none"> ■ Coordination and oversight ■ Liaison with counties ■ Monitoring and evaluation ■ Resource mobilization ■ Technical guidance ■ Capacity building ■ Promotion and support to smallholder farmers
School	School meal programme committees	<ul style="list-style-type: none"> ■ Board of management ■ Parents ■ Teachers ■ Early childhood development centre representative ■ Student council representative 	<ul style="list-style-type: none"> ■ Implement programme at school level (depending on school meals modality) ■ Record keeping and reporting ■ Receive, inspect and manage food supplies ■ Mobilize and involve parents ■ Monitor food consumption ■ Account to government, community and development partners

Table 5. Ministerial roles in implementing the National School Meals and Nutrition Programme

Ministry	Main activities
<p>Ministry of Education</p>	<p>Planning and policy support</p> <ul style="list-style-type: none"> ■ Lead the programme ■ Provide the legal and regulatory framework ■ Establish an adequate monitoring and evaluation framework ■ Set targets and criteria on number of students and schools ■ Work with county governments for overall planning ■ Provide overall support including funding ■ Ensure interests of children are met <p>Financing and budgeting</p> <ul style="list-style-type: none"> ■ Prepare national budget, source finances for the programme ■ Work with county education boards on overall financing and budgeting <p>Programme coordination and performance management</p> <ul style="list-style-type: none"> ■ Establish programme coordination and performance management systems ■ Monitor and report programme performance ■ Build capacity on coordination, programme management and performance <p>Procurement and logistics management</p> <ul style="list-style-type: none"> ■ Develop procurement standards by working with other actors ■ Manage the procurement process <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> ■ Develop standards, guidelines, and quality assurance of the National School Meals and Nutrition Programme in collaboration with other sectors when appropriate
<p>Ministry of Agriculture, Livestock and Fisheries</p>	<p>Planning</p> <ul style="list-style-type: none"> ■ Integrate the National School Meals and Nutrition Strategy with agricultural sector plans through 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 ■ Undertake research <p>Procurement and logistics management</p> <ul style="list-style-type: none"> ■ Manage national storage and support sourcing and logistics ■ Monitor and provide market prices to stakeholders and implementers of school meals initiatives ■ Support regions and the Ministry of Education 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

	Main activities
Ministry of Health	<p>Planning</p> <ul style="list-style-type: none"> ■ Identify minimum school meals composition, aligning nutrition, water, sanitation and hygiene and other health activities within 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"> ■ Build capacity on performance management, including monitoring and evaluation ■ Undertake research <p>Procurement and logistics management</p> <ul style="list-style-type: none"> ■ Build capacity on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> ■ Develop food quality standards ■ Ensure food safety ■ Enforce food quality standards
The Treasury	<p>Planning</p> <ul style="list-style-type: none"> ■ Ensure sufficient funding for the National School Meals and Nutrition Programme as well as stable and regular flow of disbursements ■ 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 and source for funds for the programme alongside the Ministry of Education <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"> ■ Release resources on time <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> ■ Assure finance-related standards, guidelines, reporting and monitoring tools
Ministry of Water and Sanitation	<p>Planning</p> <ul style="list-style-type: none"> ■ Integrate sectoral plan with the National School Meals and Nutrition Programme, ■ Ensure access to water in schools <p>Programme coordination and performance management</p> <ul style="list-style-type: none"> ■ Build capacity on performance management, including monitoring and evaluation <p>Procurement and logistics management</p> <ul style="list-style-type: none"> ■ Build capacity on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> ■ Provide technical inputs for development and revision of standards and guidelines ■ Build capacity of stakeholders
Other Ministries	<p>Planning</p> <ul style="list-style-type: none"> ■ Integrate activities with the National School Meals and Nutrition Programme <p>Programme coordination and performance management</p> <ul style="list-style-type: none"> ■ Build capacity on performance management, including monitoring and evaluation <p>Procurement and logistics management</p> <ul style="list-style-type: none"> ■ Build capacity on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> ■ Provide technical inputs for development and revision of standards and guidelines ■ Build capacity of stakeholders

	Main activities
Partners	<p>Planning</p> <ul style="list-style-type: none"> ■ Support the planning process ■ Align training, supply chain, school garden projects, seed provision and other activities with the National School Meals and Nutrition Programme ■ Provide technical support
NGOs and Universities	<p>Planning</p> <ul style="list-style-type: none"> ■ Integrate initiatives and research agenda with the National School Meals and Nutrition 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"> ■ Build capacity on procurement, storage and logistics management <p>Standards, guidelines and quality assurance</p> <ul style="list-style-type: none"> ■ Provide technical inputs for development and revision of standards and guidelines ■ Build capacity of stakeholders

4.2.3 Institutional Capacity Building

Institutional capacity is recognized as a key element for successful and effective implementation and delivery of the National School Meals and Nutrition Programme. The following activities therefore need to be explicitly identified from the start of implementation of school meal and nutrition initiatives and must be undertaken on a regular basis:

- training of the programme implementers, such as teachers, agriculture and health extension workers (as dictated by need);
- sensitization and mobilization of community leaders, women and youth groups;
- training and sensitization of the school community on water, sanitation and hygiene;
- capacity development of smallholder farmers on credit access, farming technologies, marketing and procurement procedures, guided by the agriculture and education sectors; and

- preparation of guiding documentation, including detailed implementation standards and guidelines, formats for reporting, monitoring and evaluation systems as well as an accountability framework.

Specific capacity requirements will be identified once the proposed institutional arrangements are approved. Conducting **national capacity assessments** is a useful tool to gauge progress in the above recommendations. A multi-sectoral approach with strong involvement of the different ministries can play an important role in maximizing resources and synergy for implementing the National School Meals and Nutrition Programme.

Monitoring, Evaluation and Next Steps

5.1 Introduction

Monitoring and evaluation is a key aspect of public policy implementation. The objective of the monitoring and evaluation framework for the National School Meals and Nutrition Strategy serves three main purposes: i) provide updates on implementation of the strategy, identify weaknesses and allow for corrective measures; ii) provide feedback on progress towards achieving its stated objectives; iii) inform decision-making and guide investments and resource allocation for school meal and nutrition initiatives. The framework will aim to provide information to key stakeholders, including relevant national and county government ministries, schools, civil society organizations, development partners and community members.

The core of the monitoring and evaluation framework is the activities, indicators and expected outcomes of the strategic objectives, detailed in Annex 2.

For effective monitoring and evaluation of the strategy, stakeholders from different sectors at the national, county and other levels are required to:

- properly design and fund monitoring and evaluation systems for the National School Meals and Nutrition Programme and/or complementary activities;
- regularize data analysis, reporting and knowledge-sharing in order to provide valid evidence on school meal and nutrition implementation and outcomes; and

- ensure proper data storage, reliable access and ease of retrieval.

This monitoring and evaluation strategy integrates and utilizes national monitoring and evaluation systems including the Education Management Information System, the Health Management Information System, national budgets (printed and estimates), quantitative and qualitative surveys and government departmental reports. The strategy also aims to utilize information and data from non-governmental actors and United Nation agencies.

The Ministry of Education, as the lead implementing agency in the National School Meals and Nutrition Programme, will strengthen the monitoring and evaluation structure and systems for the programme as well as coordinate with all the relevant ministries and sectors (including NGOs and civil society) 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 Coordination Unit at the Ministry of Education will be the secretariat for the committee and will assist with the overall monitoring and evaluation of the National School Meals and Nutrition Programme in the country.

5.2 Monitoring

The school meal and nutrition annual operational plans that will be developed by the Ministry of Education and relevant line ministries and agencies will provide the basic framework for monitoring activities, including integration of information from the various sources within the sector.

Monitoring of this strategy will be done annually through joint reviews. This will entail collecting data on the planned activities, undertaking joint field missions and discussing findings.

Further, to foster public awareness, transparency, and accountability and expand the monitoring information base, participatory monitoring processes will be encouraged, involving representations of local government bodies and civil society. This will facilitate constructive feedback from stakeholders at the grassroots level.

5.3 Evaluation

In order to evaluate this strategy a baseline, mid-term and final assessment will be undertaken. The baseline will be conducted three months after completion of the strategy, the mid-term assessment during the third year of implementation and final evaluation during the last three months.

Evaluation processes will:

- assess and document progress towards outcomes associated with the planned objectives as well as assess the policy impacts (impact/outcome monitoring);
- examine effectiveness, including cost effectiveness, of the specific initiatives, lessons learned and best practices so that corrective measures can be taken promptly to inform new programme formulation; and
- mainstream results of monitoring and related analytical activities into development of the school meal and nutrition policy and the formulation and evolution of the National School Meals and Nutrition Programme.

A results framework with key results and corresponding indicators, whether already in place or to be built by government efforts, is provided in Annex 2.

5.3.1 Audit

The National School Meals and Nutrition Programme will be subject to regular audit by the Ministry of Education to ensure value for money, transparency and accountability to its financiers. This will also rationalize funding from multiple donors as well as contribute towards the sustainability initiative.

5.4 Assumptions and Risks

Effective implementation of the National School Meals and Nutrition Strategy requires strong commitment among all stakeholders, from grassroots to national level. Consequently, several assumptions and risks will be carefully monitored and addressed as part of the strategy's implementation process:

- **Continued political/government commitment towards school meal and nutrition 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 is therefore need to review, streamline, strengthen awareness, communication and inter-governmental 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 and human and financial resources 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 the implementing and coordinating agencies to ensure that the strategy is indeed implemented and to ensure effectiveness of the proposed capacity-strengthening activities. 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.

5.5 Next Steps

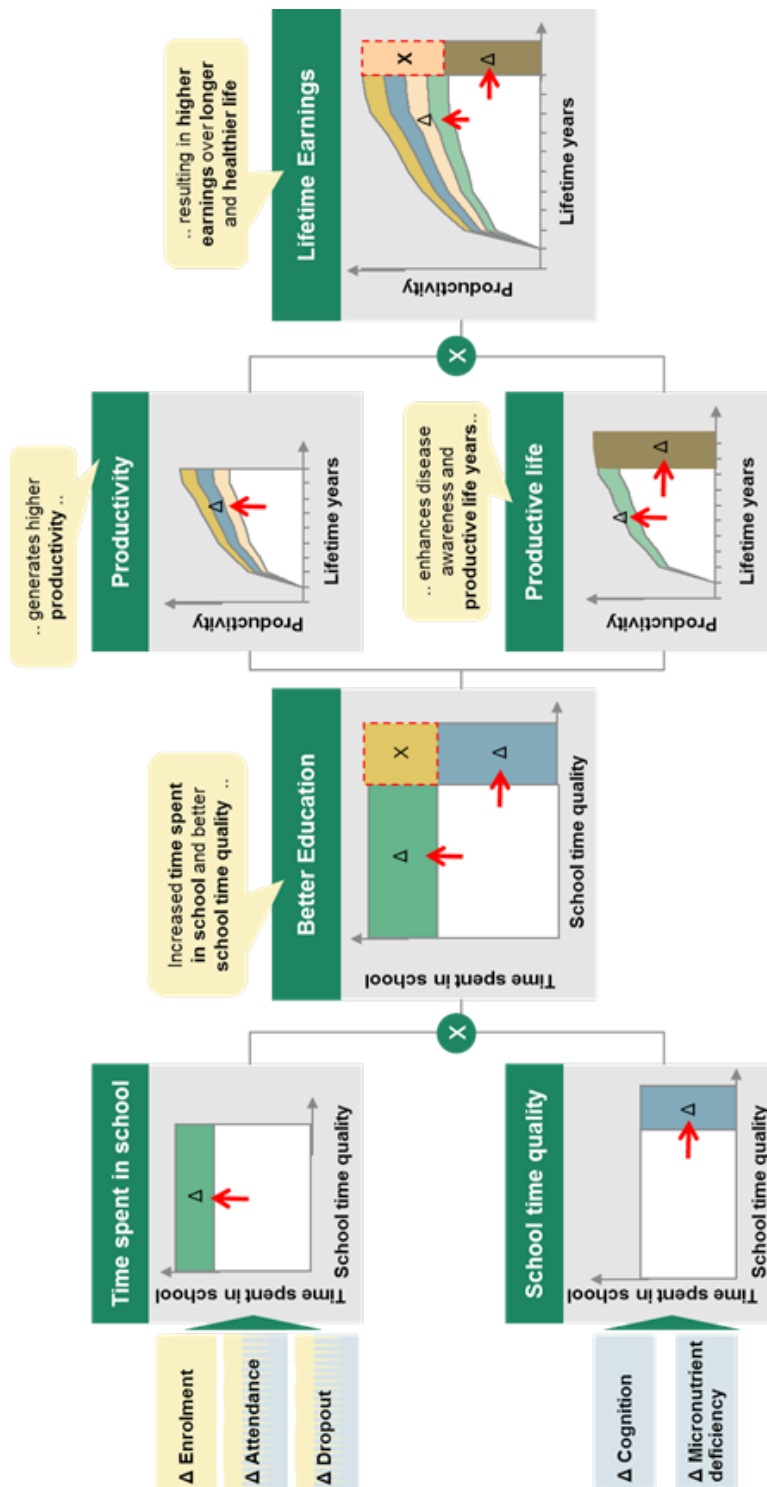
The next steps captured in this strategy envision a steady progression from planning to implementation, capitalizing on the momentum generated by the agreement of the strategy and the Africa-wide commitment to strengthen school meals as a vector of local development. This involves development of the National School Meals and Nutrition Programme's operating plan and specific guidelines, as proposed in this strategy.

However, on the medium and long term, the effective implementation of school meal initiatives will depend on stable funding and permanent coordination and collaboration between national and county government sectors, communities, NGOs, the private sector, academia and 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, with regulation, accountability and results orientation will be critical.

The most critical issues are to address all hurdles to institutionalize shared and stable funding based on a government ring-fenced budget and to ensure school meals reach all school children in Kenya providing diverse, nutritious and balanced food that value regional habits and ingredients. Equally, there is need to effectively link and improve local production from smallholder farmers towards school meals demands and to establish effective cross-sectoral coordination mechanisms up to national level by actively involving ministries of health, agriculture, labour, social security and services, devolution and other relevant sectors.

Annex 1 Home-Grown School Meal Benefits on Health, Nutrition, Education, Lifetime Earnings and Development



Annex 2 Strategic Objective Activities, Indicators and Expected Outcomes

Objective	Indicators	Means of Verification	Source of Information	Assumptions
<p>Strategic Objective 1: To increase awareness and intake of adequate, locally available and nutritious foods among school children and their communities.</p>	<p>Percentage of school children and community members that can describe a balanced meal and how this can be achieved through locally available foods. Target: school children - 100% Target: community - 100%</p> <p>Percentage of school children that can name common macro and micronutrient deficiencies. Target: school children - 100% Target: community - 100%</p> <p>Percentage of schools providing minimum dietary diversity in school meals. Target: 100%</p> <p>Percentage of schools providing meals that include locally available foods. Target: 100%</p>	<p>Baseline and follow-up surveys</p>	<p>School children and community members</p>	

Outputs	Activities	Implementation Level	Lead/Support	Time Frame
1. Community members sensitized on dietary diversity	<ul style="list-style-type: none"> i. Develop materials for use in creating awareness of adequate nutrition intake and use of local foods. ii. Carry out community sensitization and training on availability and value of nutritious and local foods. 	<p>National</p> <p>Schools, sub-county</p>	<p>Ministry of Health; Ministry of Agriculture, Livestock and Fisheries; Ministry of Education and development partners</p> <p>Ministry of Health; Ministry of Agriculture, Livestock and Fisheries; Ministry of Education and development partners</p>	Phased approach - 2017 to 2022
2. National Schools Meals and Nutrition Strategy printed and distributed to stakeholders.	<ul style="list-style-type: none"> i. Organize distribution and dissemination of the National Schools Meals and Nutrition Strategy 	National, county	Ministry of Education; Ministry of Agriculture, Livestock and Fisheries; Ministry of Health and development partners	January to December 2017
<p>3. Home-Grown School Meals Programme implementation guidelines printed and distributed to government officers and schools.</p> <p>Note: This will include nutrition standards, specifications for school meal composition and balanced menus, guidelines for micronutrient supplementation and food safety.</p>	<ul style="list-style-type: none"> i. Organize distribution and dissemination of the Home-Grown School Meals Programme implementation guidelines ii. Develop implementation guidelines for other school meals modalities 	National, county	Ministry of Education; Ministry of Agriculture, Livestock and Fisheries; Ministry of Health, counties and development partners	January to December 2017
4. Schools purchase or receive nutritious foods that are locally available.	<ul style="list-style-type: none"> i. Provide information on commodity availability and market prices. ii. Carry out advocacy activities to promote purchase of locally available food commodities. 	National, county	Ministry of Agriculture, Livestock and Fisheries; radio stations	Continuous

Strategic Objective	Indicators	Means of Verification	Source of Information	Assumptions
<p>Strategic Objective 2: To improve the enrolment, attendance, retention, completion and learning of school children with equity</p>	<p>National annual net enrolment rate. Target: 100%</p> <p>National annual attendance rate. Target: 100%</p> <p>National annual dropout rate. Target: 0%</p> <p>National annual transition rate. Target: 100%</p> <p>National annual completion rate. Target: 100%</p>	<p>Data extraction and analysis</p>	<p>Education Management Information System</p>	
<p>Strategic Objective 3: To promote local and inclusive development.</p>	<p>Proportion of counties sensitized on the value of a home-grown school meals programme on local economic development. Target: 100%</p> <p>Proportion of food for National School Meals and Nutrition Programme sourced directly from smallholder farmers. Target: At least 30%</p> <p>Percentage of schools purchasing or receiving foods directly from smallholder farmers. Target: 100%</p> <p>Percent increase in small and medium enterprises processing and supplying food to the school meals programmes. Target: To be determined</p>	<p>Baseline and follow-up surveys</p>	<p>Survey reports</p> <p>Activity report</p>	<p>Continuous</p>

Outputs	Activities	Implementation Level	Lead/support	
<p>1. Home-Grown School Meals Programme implementation guidelines reviewed to facilitate participation by smallholder farmers in food procurement.</p>	<p>i. Training and sensitization of smallholder farmers and other community members on the HGMSM market opportunity, so that they can increase production to meet school demand.</p>	<p>National, county, sub-county</p>	<p>Ministry of Agriculture, Livestock and Fisheries</p>	<p>January to December 2017</p>
<p>2. New guidelines for implementation of other school meals modalities developed to facilitate participation by local economy actors.</p>	<p>i. Support capacity strengthening of smallholder farmer organizations and small and medium enterprises to enhance production, processing and distribution of food and agricultural products to schools.</p>	<p>County, sub-county</p>	<p>Public Procurement Oversight Authority</p>	<p>January to December 2017</p>
<p>3. Smallholder farmer organizations supply food to the National School Meals and Nutrition Programme.</p>	<p>i. Review procurement procedures and regulations to promote smallholder farmers' access to markets.</p>	<p>National, county</p>	<p>Ministry of Agriculture, Livestock and Fisheries; Ministry of Health</p>	<p>Continuous</p>
<p>4. Number of schools sourcing part of their school meals requirements from own farms.</p>	<p>i. Where appropriate, management boards, parents, learners and other stakeholders get involved in school gardening, greenhouses, poultry and small stock rearing as a source of food.</p>	<p>National, county</p>	<p>Ministry of Education; Ministry of Agriculture, Livestock and Fisheries and development partners</p>	<p>Continuous</p>
<p>5. Investment case to demonstrate value of investment in a home-grown school meals programme for the local economy</p>	<p>i. Conduct a study/research to document the need for investment in a home-grown school meals programme.</p>		<p>Ministry of Education; Ministry of Agriculture, Livestock and Fisheries and development partners</p>	<p>2017</p>

Strategic Objective	Outcome Indicator	Means of Verifications	Source of Information	Assumptions
<p>Strategic Objective 4: To develop and implement a sustainable national school meals and nutrition programme.</p>	<p>Percentage of national school meal and nutrition budget that is funded from government resources. Target: 100%</p> <p>Percentage of schools that fund their meals programme through community contributions (cash for food procurement and in-kind food). Target: to be determined</p> <p>Proportion of funds allocated for the school meals programme compared to the needs. Target: 100%</p> <p>Percentage of budgeted funds that are disbursed for implementation. Target: 100%</p>	<p>Data analysis</p> <p>Data analysis</p> <p>Data analysis</p> <p>Review of disbursed funds</p>	<p>Ministry of Education – School Health, Nutrition and Meals Coordination Unit</p> <p>Education Management Information System</p> <p>National Budget – printed and estimates</p> <p>Disbursement schedules and budgets</p>	
<p>Outputs</p> <p>1. Meetings held with members of parliament, parliamentary committees for education, agriculture, public accounts and budget and appropriation to obtain political good will for reliable funding for National School Meals and Nutrition Programme.</p>	<p>Activities</p> <p>i. Develop a case for investment in the Home-Grown School Meals Programme vis-à-vis local economic impact.</p> <p>ii. Lobby for adequate and reliable funding for the National School Meals and Nutrition Programme.</p> <p>iii. Promote implementation of the National School Meals and Nutrition Programme based on the National School Meals and Nutrition Strategy.</p>	<p>National, county</p>	<p>Lead/Support</p> <p>Ministry of Education; Ministry of Agriculture, Livestock and Fisheries; Ministry of Health and development partners</p>	

<p>2. Government staff trained on multiplier effects of the National School Meals and Nutrition Programme on the local economy.</p> <p>3. Adequate resources allocated to implement school meal and nutrition initiatives.</p>	<p>i. Sensitize national and county government ministries and the civil society on the importance of investing in schools meals.</p> <p>i. Establish school meal programme committees in consultation with school management boards for effective management of the National School Meals and Nutrition Programme.</p> <p>ii. Advocacy activities undertaken with relevant parliamentary committees, treasury and other entities to provide adequate funding for National School Meals and Nutrition Programme.</p>	<p>National, county</p> <p>County</p> <p>National, county</p>	<p>Schools; Ministry of Education</p> <p>Ministry of Education and development partners</p>	<p>January to June 2017</p> <p>To commence after dissemination of School Meal and Nutrition Strategy</p>
<p>Strategic Objective</p> <p>Strategic Objective 5: To promote partnerships and multi-sectoral coordination for complementary support and effective implementation of the school meals and nutrition programme.</p>	<p>Outcome Indicator</p> <p>Effective multi-sectoral coordination complementary activities at national, county and sub-county levels.</p> <p>Percentage of children treated for common worms and bilharzia annually</p> <p>Target: To be determined</p> <p>Percentage of children provided with Vitamin A supplementation for children under five years, twice annually</p> <p>Target: To be determined</p> <p>Percentage of schools with safe water.</p> <p>Target: 100%</p> <p>Percentage of children washing hands at critical times.</p> <p>Target: 100%</p> <p>Percentage of counties that allocate funds to Ministry of Health to set up and implement a food quality assurance system for the National School Meals and Nutrition Programme.</p> <p>Target: 100%</p>	<p>Means of Verifications</p> <p>Assessment of complementary activities implemented to support school meals and nutrition</p> <p>Data analysis</p> <p>Data extraction and analysis</p> <p>Baseline and follow-up surveys</p> <p>Baseline and follow-up surveys</p>	<p>Source of information</p> <p>Minutes of meetings</p> <p>Education Management Information System; Health Information System</p> <p>Health Information System</p>	<p>Assumptions</p> <p>December 2017</p>

Outputs	Activities	Implementation Level	Lead/Support	
1. Consultative meetings held to develop partnerships for complementary support to school meals.	i. Convene multi sectoral meeting to discuss modalities for complementary support.	National, county	Ministry of Education; Ministry of Agriculture, Livestock and Fisheries; Ministry of Health	January to December 2017
2. Inter-ministerial committee instituted and functional at all levels.	i. Develop or update integrated multi-sectoral strategies to ensure complementary support for HGSMP is provided.	National, county	Ministry of Education; Ministry of Agriculture, Livestock and Fisheries; Ministry of Health	January to December 2017
Strategic Objective	Outcome Indicator	Means of Verifications	Source of information	Assumptions
Strategic Objective 6: To strengthen governance and accountability in implementation of the school meals and nutrition programme.	Increased resource allocation for monitoring and audit of the National School Meals and Nutrition Programme. Target: to be determined	National, county	Ministry of Education	Continuous
	Coverage of functional food procurement audit and oversight visits to implementation areas (per level, from local to county level). Target: to be determined	National, county	Ministry of Education	
	Percentage of schools that conduct food procurement processes in a transparent manner. Target: 100%	Schools	Ministry of Education	

Outputs	Activities	Implementation Level	Lead/Support
<p>1. National, county and sub-county level stakeholder platforms (government, development partners, civil society, and private sector) established and receiving regular updates on school meal and nutrition implementation.</p>	<p>i. Train management boards (and school meals committees) on procurement governance and school meal and nutrition management.</p>	<p>National, county</p>	<p>Ministry of Education; Ministry of Agriculture, Livestock and Fisheries</p>
<p>2. Public feedback mechanism established and implemented.</p>	<p>i. Develop a mechanism for information sharing by national and county government when funds are disbursed for food procurement to facilitate effective participation suppliers in the procurement process.</p>	<p>National, county</p>	<p>Ministry of Education; Ministry of Agriculture, Livestock and Fisheries</p>
<p>3. Transparent and accountable procurement system in place.</p>	<p>i. Establish a mechanism for local social accountability formalization status, adequate composition, regularity of activities.</p>	<p>National, county</p>	<p>Ministry of Education; Ministry of Agriculture, Livestock and Fisheries</p>

Annex 3 Examples of Nutritionally Balanced School Meals

Example 1

School: Half-day primary school

Meal: Maize meal, pulses and micronutrient powder

Ration: 120g fortified maize meal, 30g beans, 10g fortified vegetable oil, 3g iodized salt and 1g micronutrient powder

Kcal: 629 (38% of daily requirements)

RATION CONTENTS	Daily Ration g/person/day	Energy kcal	Vitamin A		Thiamine		Riboflavin		Niacin		Pantothenate		Pyridoxine		Folate		Cobalamin		Vitamin C		Vitamin D		Vitamin E		Vitamin K	
			µg RAE	mg B1	mg B2	mg B3	mg B5	mg B6	µg DFE B9	µg B12	mg	mg	µg	µg	mg	µg	µg	mg	µg	µg	mg	µg	µg	mg	µg	µg
MAIZE MEAL, FORTIFIED [WFP]	120	439	198	0.70	0.37	5.4	0.4	0.3	250	1	0.0	0.0	0.2	-	-	-	-	-	-	-	-	-	-	-	-	-
BEANS, DRIED	30	102	0	0.21	0.06	0.6	0.3	0.1	134	0	1.2	0.0	0.1	2.3	-	-	-	-	-	-	-	-	-	-	-	-
OIL, VEGETABLE [WFP]	10	88	90	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SALT, IODISED [WFP]	3	0	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
MNP FORMULATION (UN Joint Statement)	1	0	400	0.50	0.50	6.0	0.0	0.5	150	1	30.0	5.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ration totals:	164	629	688	1.4	0.9	12.0	0.6	0.9	533	1.9	31.2	5.8	5.2	2.3												
Beneficiary requirements for:		1,640	480	0.8	0.8	10.4	3.6	0.8	260	1.6	33.0	5.0	6.2	23.0												
% of requirements supplied by ration:		38%	143%	180%	120%	115%	18%	113%	205%	119%	95%	115%	84%	10%												

Example 2

School: Half-day primary school

Meal: Rice, pulses and micronutrient powder

Rations: 150g rice, 40g dried split peas, 5g fortified vegetable oil, 3g iodized salt and 1g micronutrient powder

Kcal: 721 (44% of daily requirements)

RATION CONTENTS	Daily Ration g/person/day	Energy kcal	Thiamine Vitamin B1		Riboflavin Vitamin B2		Niacin Vitamin B3		Pantothenate Vitamin B5		Pyridoxine Vitamin B6		Folate Vitamin B9		Cobalamin Vitamin B12		Vitamin C		Vitamin D		Vitamin E		Vitamin K	
			µg RAE	mg	mg	mg	mg	mg	µg DFE	µg	µg	µg	µg	µg	µg	µg	µg	µg	µg	µg	µg	µg	µg	µg
RICE, WHITE, MEDIUM GRAIN	150	540	-	0.11	0.07	2.4	2.0	0.2	14	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PEAS, DRIED, SPLIT	40	136	3	0.29	0.09	1.2	0.7	0.1	110	0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.8
OIL, VEGETABLE [WFP]	5	44	45	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.4	0	0	0	0.0	0.4	-	-	-	-	-	-
SALT, IODISED [WFP]	3	0	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MNP FORMULATION (UN Joint Statement)	1	0	400	0.50	0.50	6.0	0.0	0.5	150	1	30.0	5.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<input type="text" value=""/>																								
Ration totals:		199	721	448	0.9	0.7	9.6	2.7	0.8	273	0.9	30.7	5.4	5.0	5.8	0.9	30.7	5.4	5.0	5.0	5.0	5.0	5.8	5.8
Beneficiary requirements for:			1,640	480	0.8	0.8	10.4	3.6	0.8	260	1.6	33.0	5.0	6.2	23.0	1.6	33.0	5.0	6.2	6.2	6.2	6.2	23.0	23.0
% of requirements supplied by ration:			44%	93%	115%	84%	92%	75%	94%	105%	58%	93%	108%	81%	25%	58%	93%	108%	81%	81%	81%	81%	25%	25%

Example 3

School: Half-day primary or pre-primary school

Meal: Maize meal, beef and vegetables

Ration: 120g maize meal, 30g beef, 5g fortified vegetable oil, 3g iodized salt, 50g pumpkin leaves and 50g spinach

Kcal: 575 (95% of daily requirements)

RATION CONTENTS		Daily Ration	Energy	Vitamin A	Thiamine	Riboflavin	Niacin	Pantothenate	Pyridoxine	Folate	Cobalamin	Vitamin C	Vitamin D	Vitamin E	Vitamin K
		g/person/day	kcal	µg RAE	B1 mg	B2 mg	B3 mg	B5 mg	B6 mg	B9 µg DFE	B12 µg	mg	µg	mg	µg
MAIZE MEAL, FORTIFIED [WFP]		120	439	198	0.70	0.37	5.4	0.4	0.3	250	1	0.0	0.0	0.2	-
BEEF, MODERATELY FAT		30	70	0	0.03	0.05	1.0	0.1	0.1	2	1	0.0	-	-	-
OIL, VEGETABLE [WFP]		5	44	45	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.4	-	-
SALT, IODISED [WFP]		3	0	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0
LEAVES, MEDIUM GREEN, e.g. PUMPKIN		50	10	49	0.05	0.06	0.5	0.0	0.1	18	0	5.5	0.0	-	-
LEAVES, DARK GREEN, e.g. SPINACH		50	12	235	0.04	0.09	0.4	0.0	0.1	97	0	14.1	0.0	1.0	241.5
Ration totals:		258	575	526	0.8	0.6	7.2	0.5	0.6	366	1.8	19.6	0.4	1.2	241.5
Beneficiary requirements for:			1,640	480	0.8	0.8	10.4	3.6	0.8	260	1.6	33.0	5.0	6.2	23.0
% of requirements supplied by ration:			35%	110%	104%	74%	69%	14%	75%	141%	118%	59%	8%	19%	1050%

Example 4

School: Half-day primary or pre-primary school

Meal: Midday porridge

Rations: 120g fortified cereal flour, 10g fortified vegetable oil, 10g sugar, 3g iodized salt

Kcal: 566 (95% of daily requirements)

RATION CONTENTS		Daily Ration	Energy	Vitamin A	Thiamine	Riboflavin	Niacin	Pantothenate	Pyridoxine	Folate	Cobalamin	Vitamin C	Vitamin D	Vitamin E	Vitamin K
		g/person/day	kcal	µg RAE	Vitamin B1	Vitamin B2	Vitamin B3	Vitamin B5	Vitamin B6	Vitamin B9	Vitamin B12	mg	µg	mg	µg
MAIZE MEAL, FORTIFIED [WFP]		120	439	198	0.70	0.37	5.4	0.4	0.3	250	1	0.0	0.0	0.2	-
OIL, VEGETABLE [WFP]		10	88	90	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.8	-	-
SUGAR		10	39	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0
SALT, IODISED [WFP]		3	0	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0
Ration totals:		143	566	288	0.7	0.4	5.4	0.4	0.3	250	1.0	0.0	0.8	0.2	0.0
Beneficiary requirements for:			1,640	480	0.8	0.8	10.4	3.6	0.8	260	1.6	33.0	5.0	6.2	23.0
% of requirements supplied by ration:			35%	60%	89%	48%	52%	10%	37%	96%	62%	0%	15%	3%	0%

Example 5**School:** Half-day pre-primary school**Meal:** Rice, pulses and vegetables with Supercereal porridge**Rations:** 100g rice, 20g pulses, 5g fortified vegetable oil, 3g iodized salt, 40g Supercereal**Kcal:** 623 (98% of daily requirements)

RATION CONTENTS		Daily Ration	Vitamin A	Thiamine	Riboflavin	Niacin	Pantothenate	Pyridoxine	Folate	Cobalamin	Vitamin C	Vitamin D	Vitamin E	Vitamin K
		g/person/day	µg RAE	Vitamin B1	Vitamin B2	Vitamin B3	Vitamin B5	Vitamin B6	Vitamin B9	Vitamin B12	mg	µg	mg	µg
			kcal	mg	mg	mg	mg	mg	µg DFE	µg	mg	µg	mg	µg
RICE, WHITE, MEDIUM GRAIN		100	360	0.07	0.05	1.6	1.3	0.1	9	0	0.0	0.0	-	-
PEAS, DRIED, SPLIT		20	68	0.15	0.04	0.6	0.4	0.0	55	0	0.4	0.0	0.0	2.9
OIL, VEGETABLE [WFP]		5	44	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.4	-	-
SALT, IODISED [WFP]		3	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0
CSB SUPERCEREAL (CSB+) [WFP]		40	150	0.24	0.28	4.4	0.8	0.6	63	1	40.4	2.4	3.8	-
Ration totals:		168	623	0.5	0.4	6.6	2.5	0.8	127	0.8	40.7	2.8	3.9	2.9
Beneficiary requirements for:			1,640	0.8	0.8	10.4	3.6	0.8	260	1.6	33.0	5.0	6.2	23.0
% of requirements supplied by ration:			38%	56%	48%	63%	69%	94%	49%	51%	123%	56%	62%	13%

Example 6

School: Full day primary school

Meal: Porrhidge snack and a meal

Ration A: 80g fortified cereal flour, 5g fortified vegetable oil, 10g sugar

Ration B: 150g sorghum grain, 30g pulses, 10g fortified vegetable oil, 3g iodized salt

Kcal: 1,074 (66% of daily requirements)

RATION CONTENTS	Daily Ration		Thiamine		Riboflavin		Niacin		Pantothenate		Pyridoxine		Folate		Cobalamin		Vitamin C		Vitamin D		Vitamin E		Vitamin K	
	g/person/day	Energy kcal	Vitamin A µg RAE	B1 mg	B2 mg	B3 mg	B5 mg	B6 mg	B9 µg DFE	B12 µg	C mg	D µg	E mg	K µg										
MAIZE MEAL, FORTIFIED [WFP]	80	293	132	0.46	0.25	3.6	0.2	0.2	166	1	0.0	0.0	0.1	-	-	-	-	-	-	-	-	-	-	-
OIL, VEGETABLE [WFP]	15	133	135	0.00	0.00	0.0	0.0	0.0	0	0	0.0	1.1	-	-	-	-	-	-	-	-	-	-	-	-
SUGAR	10	39	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SALT, IODISED [WFP]	3	0	0	0.00	0.00	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
BEANS, DRIED	30	102	0	0.21	0.06	0.6	0.3	0.1	134	0	1.2	0.0	0.1	2.3	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SORGHUM, GRAIN	150	509	-	0.36	0.21	4.4	1.9	0.9	30	0	0.0	0.0	1.2	-	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ration totals:	288	1,074	267	1.0	0.5	8.5	2.4	1.2	330	0.6	1.2	1.1	1.4	2.3										
Beneficiary requirements for:		1,640	480	0.8	0.8	10.4	3.6	0.8	260	1.6	33.0	5.0	6.2	23.0										
% of requirements supplied by ration:		66%	56%	132%	67%	82%	66%	146%	127%	41%	4%	23%	22%	10%										

Annex 4 *Contributors to the National School Meals and Nutrition Strategy*

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