



**BASELINE SURVEY FOR THE
USDA McGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION
AND CHILD NUTRITION PROGRAMME'S SUPPORT (2013-2015) TO
WFP KENYA COUNTRY PROGRAMME**



(Photo: WFP / Mathari Rose Ogola)

Period of assistance: September 2013 – September 2015

Baseline Survey For The USDA McGovern-Dole International Food For Education And Child Nutrition Programme's Support (2013-2015) To WFP Kenya Country Programme

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1. Introduction

The World Food Programme in Kenya, 2014 - 2018

The World Food Programme (WFP) currently carries out three large operations in Kenya: two 'Protracted Relief and Recovery Operations' (one of them supporting food insecure households in Kenya's arid lands to enhance their resilience and secure their livelihoods, the other supporting refugees in camps in Dadaab and Kakuma), and one Country Programme (CP). The CP runs from July 2014 to June 2018 and focusses on

- Capacity Development to Devolved Government Structures
- Supporting the National School Meals Programme
- Agricultural Market Access and Linkages for Smallholders and
- Strengthening nutritional outcomes for vulnerable groups through increased support to the National Nutrition Action Plan.

Supporting the national school meals programme builds on the successes of Kenya's 'Home-Grown School Meals Programme' (HGSMP) and continues investments in enhancing the programme's implementation and sustainable expansion. In line with its Kenya Country Strategy 2013–2017, which calls for a shift from service delivery to capacity development to address hunger, WFP will complement national efforts in the arid lands where national capacities are still constrained, enrolment and attendance disparities are greatest and food insecurity and malnutrition are high.

WFP will continue to complement national efforts to provide school meals to vulnerable children in arid counties and the unplanned settlements of Nairobi, while also working to improve the management and implementation of the national school feeding programme, and strengthening the capacities at national, county and school level to ensure reliable and cost-efficient and-effective implementation of school

meals. These activities will be guided by an evaluation of the HGSMP carried out in early 2014, and a strategy for the expansion of HGSMP into the arid lands prepared in 2013.

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The McGovern–Dole International Food for Education and Child Nutrition Program (McGovern-Dole program) helps support education, child development, and food security for some of the world's poorest children. It provides for donations of U.S. agricultural products, as well as financial and technical assistance, for school feeding and maternal and child nutrition projects in low-income, food-deficit countries that are committed to universal education.

The McGovern-Dole program was originally authorized by the Farm Security and Rural Investment Act of 2002. The legislation called for the use of \$100 million in Commodity Credit Corporation (CCC) funds to launch the program in fiscal year 2003, with future funding coming from Congressional appropriators. The program was reauthorized in the Food, Conservation, and Energy Act of 2008. That legislation provides for the use of \$84 million in CCC funds and allows for annual Congressional appropriations, which has been approximately \$100 million annually in recent years. The program is administered by the U.S. Department of Agriculture's Foreign Agricultural Service and is named in honor of Ambassador and former Senator George McGovern and former Senator Robert Dole for their tireless efforts to encourage a global commitment to school feeding and child nutrition.

The USDA / WFP Partnership

The McGovern-Dole Food for Education and Child Nutrition program (MGD) managed by the United States Department of Agriculture (USDA) has been one of the most important donors to WFP school feeding in Kenya since 2004. From its inception and until 2014, this partnership has provided access to school meals to over two million Kenyan girls and boys in primary schools in arid and semi-arid lands.

Sustainability is an important consideration, and grantees are expected to work to support government and community ownership. In 2009, the Government of Kenya started a national 'Home-Grown School Meals Programme' (HGSMP), and by the end of 2013 this covered about 600,000 pupils in semi-arid areas. WFP continues to support and complement efforts through the provision of school meals to about 770,000 pupils in the challenging context of the arid areas, where vulnerability and food insecurity are high. A continuous process of handing over schools from WFP's to Government's programme is on-going.

Most recently, WFP Kenya was awarded a total of US\$ 20 million of support for the period 2013-2015. Through this support, WFP provides school meals, raises awareness of the importance of education, trains stakeholders on appropriate food preparation and storage practices, and supports capacity building. The objectives include boosting enrolment, attendance, literacy, and attentiveness, reducing short-term hunger and guaranteeing access to food among school children. As far as the schools and community are concerned, the project aims at enhancing teacher attendance, spreading awareness about the benefits of education, engaging local organizations and community groups and increasing knowledge about safe food preparation and storage and providing equipment for this purpose. With regards to sustainability, the objectives include building government capacity and improving the policy and regulatory framework in support of child health and nutrition.

Under previous WFP Country programme 106680 (January 2009-June 2014), the USDA McGovern-Dole contribution financed 40 percent of WFP school feeding activities. The remaining resources were provided by other donors. Grant agreement FFE- 615-2013/041-00 incorporates 30 specific indicators

against which progress is measured. These indicators are additional to those in WFP Kenya's new Country Programme 200680 (July 2014 – December 2018) logical framework, while there is some overlap. *Annex 1* provides a complete results framework specific to the USDA MGD support.

2. Methodology

The present baseline has been prepared using a combination of primary data collection and secondary data available from Government records and statistics, WFP monitoring and Standard Project Reports, etc. Primary data collection for six USDA-specific indicators was carried out in ten counties, five in the arid lands and five in the semi-arid lands.

Data collection was undertaken in May/June 2014 and report finalised in October 2014. The delay in finalisation of the report was caused by challenges resulting from a rather lengthy data verification and triangulation exercise that was required to ensure credible results of the baseline figures.

For primary data collection, 164 schools were visited, of which 57 in arid areas) and 107 in semi- arid lands. In addition, 562 households were interviewed in the arid lands (since USDA food assistance is targeted to these vulnerable areas).

The baseline figures and data sources used for each of the indicators can be found in the results framework in *Annex 1*. The specific counties visited, and methodologies used to sample counties, schools and households, are laid out in detail in *Annex 2*. Finally, the tools developed for primary data collection are enclosed as *Annex 3*.

3. Introduction to baseline findings

Education is fundamental to the Government's strategy for socio-economic development. In 2010, national net enrolment in primary education was 93 percent for boys with 88 percent completion, and 92 percent for girls with 78 percent completion. In the north-eastern counties, however, education is often disrupted by conflict, drought and flooding. Here, net enrolment dropped to 40 percent with 35 percent completion, and adult literacy was 8 percent. Girls' enrolment improved from 0.96 in 2008 to 1.0 in 2012, but gender disparities persist.

Retention and educational quality are ongoing challenges.

The present baseline relates to the USDA Letter of Commitment of 2013, and addresses all 30 specific USDA MGD indicators included in it. At the same time, it fits into the context of the CP 2014 – 2018. The present report groups these indicators into five thematic areas:

- Increased performance;
- Participation in education;
- Provision of school meals;
- Increased national capacity; and
- Food utilisation and food safety

Each section starts by mentioning the MGD performance indicators, and then provides specific information for each of them.

In reading the following sections, it is important to remember that the present baseline does not stand in isolation. While it represents the state of things at the beginning of this latest period of support (2013 – 2015), it provides a snapshot of a development that has been underway for years and at times decades. For a number of indicators, this wider context is highlighted or included in the graphics.

For the same reason, two USDA indicators (parent-teacher associations (PTAs) and school management committees (SMCs) contributing to their school; and child health and nutrition policies etc. in place) were adjusted slightly by deleting the qualification “as a result of USDA assistance”. The performance of PTAs and SMCs and the preparation of policies are results of contributions of many actors, in particular of Government, in addition to the support by USDA, and are thus not attributable to one actor alone. However, USDA support has contributed to these achievements as an integrated part of comprehensive and coordinated support to the sector.

4. Increased performance

The ultimate measure of success for any support to education is the question if students in fact achieve higher levels of skills and knowledge. Three outcomes were selected for monitoring performance under the USDA-MGD/WFP partnership in this respect: one outcome representing an actual improvement in reading and writing skills, and two

outcomes representing indispensable prerequisites to achieve this improved literacy:

- MGD SO 1: Improved literacy of school age children,
- MGD 1.1.1: More consistent teacher attendance, and
- MGD 1.2: Improved attentiveness.

MGDSO 1: Improved literacy of school age children

Three specific performance indicators were agreed on for the monitoring of this outcome.

1. Proportion of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.

The non-governmental organisation UWEZO carries out annual learning assessment exercises, during which volunteers carry out simple tests of reading, writing, comprehension and maths among children aged 6-16 years old in about 100,000 households in all districts of Kenya. They also communicate to parents that education of children is the responsibility of parents.

Uwezo is Kiswahili for ‘capability.’ The NGO, founded in 2010, aims to improve competencies in literacy and numeracy through an innovative, citizen-driven approach to social change that is accountable to the public. The results of its assessments are published in Annual Learning Assessment Reports.

The annual learning assessment report 2012 arrived at the following percentage of pupils in grade 2 who can read and understand a grade level text:

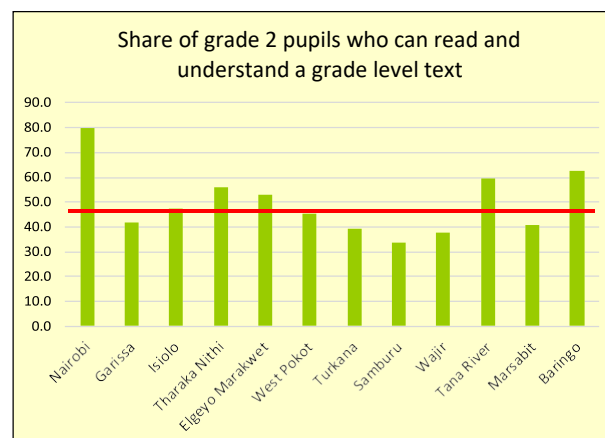


Figure 1: Share of grade 2 students who can read and understand a grade level text

As the figure shows, most grade 2 pupils in the arid counties do not reach the national average of 48.8 percent.

2. **Number of total individuals benefiting directly from USDA-funded interventions and**
3. **Number of total individuals benefiting indirectly from USDA-funded interventions**

The direct beneficiaries of the USDA interventions are primarily the girls and boys receiving school meals.

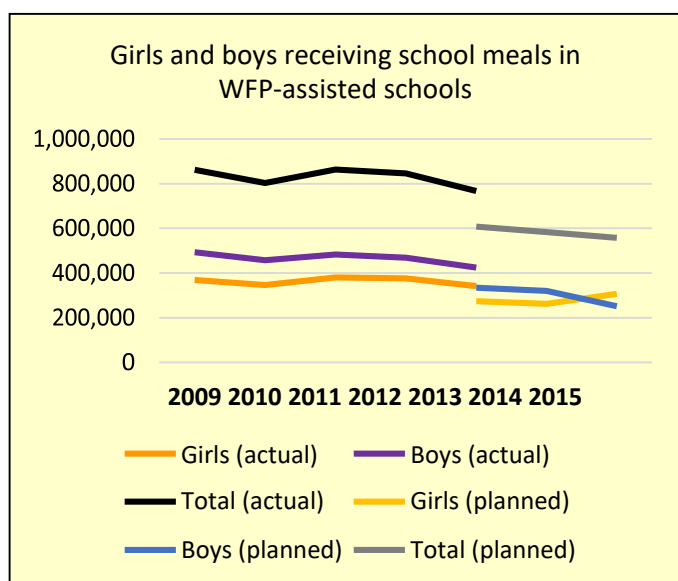


Figure 2: Number of girls and boys receiving school meals in USDA assisted schools

The figure shows the development of the numbers of girls and boys enrolled and receiving daily school meals in USDA supported schools. There are three factors that influence these numbers:

- The continuous hand-over of schools to Government’s HGSMF leads to a constant reduction in beneficiary numbers in USDA assisted schools.
- Increasing population numbers and the reliable provision of school meals lead to increasing enrolment in USDA assisted schools.
- Periodical crises (droughts, floods, conflicts) lead to temporary fluctuations in enrolment and beneficiary numbers.

Indirect beneficiaries are primarily the household members who do not receive school meals themselves (parents, other adults, and out-of-school siblings), but who benefit, as the food security of the

entire household is relieved if the school-going children receive healthy school meals.

The number of indirect beneficiaries is calculated by identifying the number of households benefiting from school meals (the average number of school-going children per household is 3.53 as established by the primary data survey for this report), and then multiplying this number with the difference between the average household size of 6 minus the average number of school going children:

$$\frac{\text{Number of children receiving school meals} \times (6 - 3.53)}{3.53}$$

Based on these calculations, the number of indirect beneficiaries stays consistently at about 70 percent of the number of direct beneficiaries.

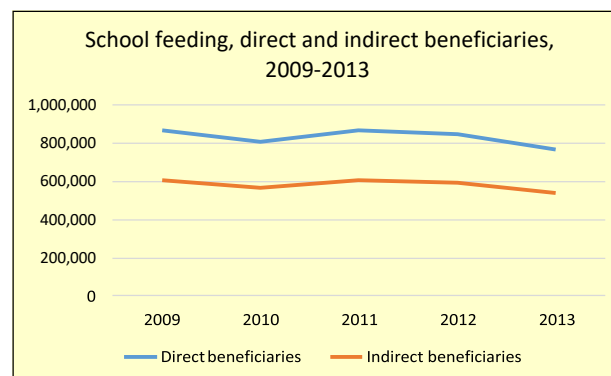


Figure 3: Direct and indirect beneficiaries of USDA/WFP school meals

In addition, there will be the direct and indirect beneficiaries of training (MOEST officers, teachers, cooks, etc.) or of the distribution of HGSMF manuals (see below). Further indirect beneficiaries are those who gain employment and income from the provision of school meals, such as local transporters, casual labourers and their dependants, etc. However, these are difficult to quantify and monitor.

MGD 1.1.1: More consistent teacher attendance

Teacher absenteeism is a great challenge in Kenya as in other Sub-Saharan countries. It does not only deprive children of the possibility of being taught at school, it also undermines efforts of making parents and children understand the importance of schooling. Regular and high teacher attendance is thus crucial for achieving increased participation in education and enhanced teaching outcomes. Three

indicators have been selected to inform of the developments with respect to this outcome.

4. Percent of teachers in target schools who attend school and teach at least 90 percent of scheduled school days per year.

The numbers on this important indicator are arrived at by WFP calculations based on data provided by UWEZO.

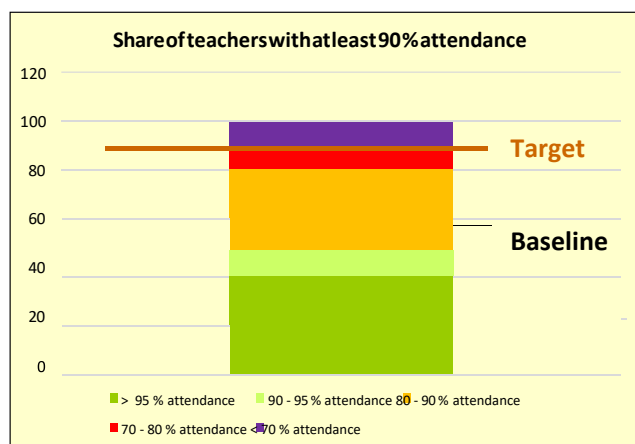


Figure 4: Share of teachers that attend at least 90% of classes

Only 38 percent and 13 percent of teachers attend more than 95 percent of classes or between 90 and 95 percent of classes respectively. This means that only 51 percent of teachers achieve the threshold of at least 90 percent attendance. The national average teacher attendance (school days) is reported at 84.5 percent.

5. Number of MOEST officers trained in promoting consistent teacher attendance; and

6. Number of trainings in promoting teacher attendance conducted for MOEST officers

As the new CP has only started in July 2014, no training of MOEST officers promoting consistent teacher attendance have taken place at the time of the baseline report. The table below shows the (time-adjusted) targets for these indicators:

Indicator	2014	2015
No. of MOEST officers trained	100	200
No. of trainings of MOEST officers	2	4

Table 1: Planned training of MOEST officers in promotion of consistent teacher attendance

MGD 1.2: Improved attentiveness.

Another indispensable outcome to be achieved if the ultimate learning performance is meant to improve is the attentiveness of pupils in class. Providing school meals is intended among others to relieve pupils from short-term hunger, which affects their ability to concentrate, be attentive and learn, i.e.: participate meaningfully in classes.

7. Percent of students in classrooms identified as inattentive by their teachers

Information for this indicator was obtained through primary data collection by asking the teachers of the sampled schools of their perception of the share of students that appeared inattentive in classes. It is clear that such perceptions are by nature subjective. For this reason, the table below does not just show one value, but instead the share of interviewed teachers that perceive a given share of pupils as inattentive.

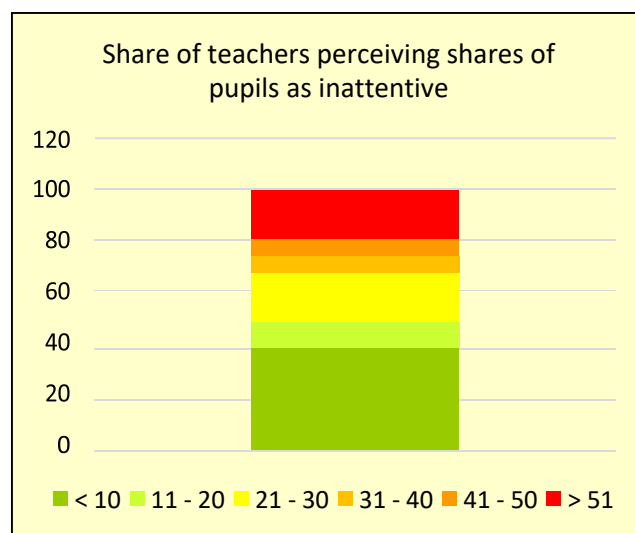


Figure 5: Share of teachers perceiving shares of pupils as inattentive

As can be seen from the figure, 50 percent of teachers perceive 20 percent of students or less as inattentive. What is worrying, by contrast, is that 19 percent of head teachers think that 51% or more of pupils are not attentive in class.

5. Participation in education

An important intended result of school feeding programs is the increased, equitable and steady participation of girls and boys in education. The

performance of the USDA/WFP partnership in this respect is measured by three specific outcomes:

- MGD 1.3 – Improved student attendance
- MGD 1.3.4 – Increased student enrolment
- MGD 1.3.5 – Increased community understanding of benefits of education

Reliable and comprehensive data on student attendance, completion and enrolment should be expected from a national education management information system. However, Kenya’s EMIS has not functioned fully for a number of years, and MOEST is working on establishing a new, National Integrated Education Management Information System (NIEMIS), parts of which are hoped to become operational in 2014. As long as this system is not yet in place or does not yet capture the information required, data are collected through the School Meals Monitoring System run by MOEST and WFP in schools where school meals are being provided (both RSMP and HGSMP). However, these data are limited, and are for several indicators not disaggregated by sex.

MGD 1.3 – Improved student attendance

Two indicators are used to assess if student attendance is improving: a direct measurement of pupil’s attendance in school, and the proxy indicator of the share of pupils starting school who actually graduate.

8. Percent of students (girls/boys) regularly attending supported schools

The following figure shows both the actual share of girls and boys attending at least 80% of classes in USDA/WFP assisted schools, and the targets for this share established in the Letter of Commitment. As can be seen, there was a significant drop in attendance in 2013: this can be partly attributed to

(i) the national elections (March 2013), and (ii) a lengthy nation-wide teachers’ strike (21 days) both of which resulted in school closure and disrupted learning. Attendance levels have resumed to 86 percent since then.

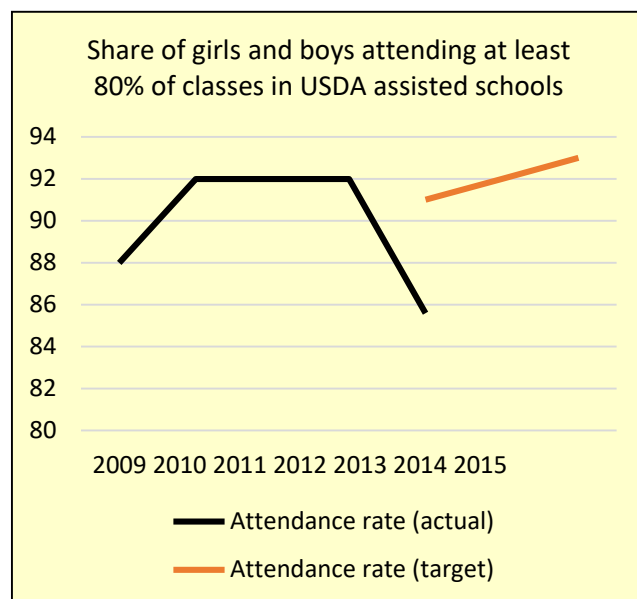


Figure 6: School attendance in USDA/WFP assisted schools

9. Percent of students in target schools who start grade one and complete the last grade of primary school

This indicator is not monitored by the School Meals Monitoring System. The information for the present baseline was therefore obtained from the sampled schools, comparing the number of pupils who started class one and completed school 8 years later.

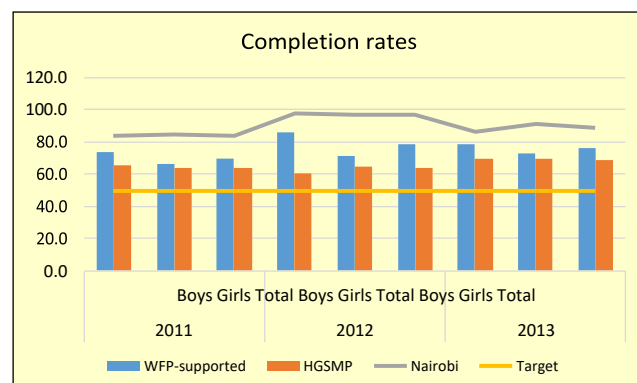


Figure 7: Share of pupils starting school who complete the last grade of primary school

In the sampled schools visited by the baseline survey, school completion has been consistently higher in the USDA/WFP-supported schools than under Government’s HGSMP. One reason for this may be that in the WFP-supported areas, school meals are actually provided on greater share of school days than under HGSMP. WFP, with funding from among others USDA, will continue providing technical support to this national school feeding

programme. Completion rates in both arid areas and HGSMP schools are higher than the target set for USDA/WFP-support –targets will therefore need to be revised accordingly.

MGD 1.3.4 – Increased student enrolment

Promoting the equitable access to school for both girls and boys is one of the chief objectives of providing school meals. This equitable access is reflected in enrolment rates.

- 10. Percent increase in girls enrolled in schools; and**
- 11. Percent increase in boys enrolled in schools**

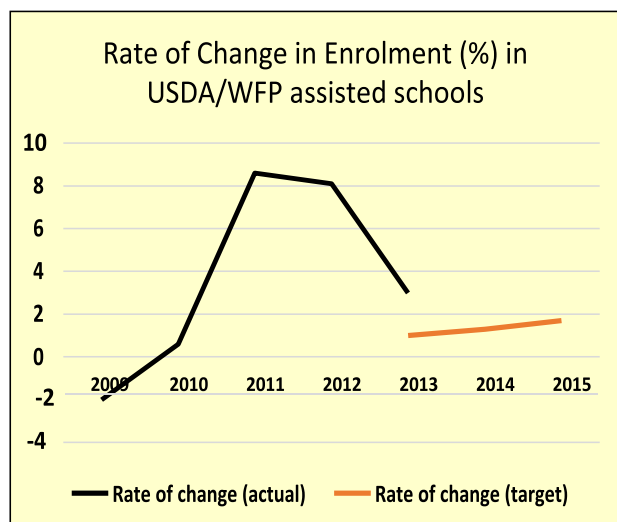


Figure 8: Rate of change in enrolment in USDA/WFP-assisted schools

Enrolment in primary schools increased by 8.6 percent and 8.1 percent respectively in 2011 and 2012. The reason for this may be found in the fact that in these years, the arid lands were seriously affected by drought, and witnessed a strong increase in food insecurity. The reliable provision of school meals for children in this situation would thus have been a convincing argument for parents to send their children to school.

To calculate ‘change in enrolment’ disaggregated for girls and boys, the gender ratio (girls: boys) has been applied: a ratio of 1.0 indicates perfectly equal participation in school for girls and boys, a ratio lower than 1 indicates that girls are participating less than boys.

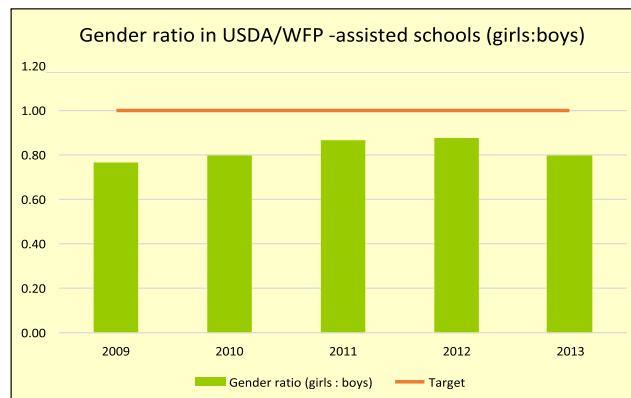


Figure 9: Gender ratio in USDA/WFP assisted schools

As shown by Figure 9, the gender ratio had consistently improved between 2009 and 2012. In 2013, however, the ratio dropped from 0.88 to 0.8. Increased efforts will have to be made to address this deterioration of previous progress.

In particular in a context of poverty, children often contribute considerably to a household’s income and livelihood. Letting children participate in school instead can thus mean a significant investment on behalf of their parents. Cultural perceptions and the difficulty of parents to see the benefits of education of their children can thus be strong hindrances to increased enrolment and participation in school. These underlying reasons of low enrolment rates can be addressed by communication interventions aiming at changing such perceptions and promoting behavioural change.

- 12. Number of events, radio spots, and campaigns held; and**
- 13. Number of community members benefiting from events, radio spots, and campaigns held**

No events, radio spots and campaigns had been planned prior to the time of the baseline. The table below shows time adjusted – targets.

Indicator	2014	2015
# of events, radio spots and ad campaigns held	22	44
# of community members benefiting from events, radio spots, ad campaigns held	4,400	8,800

Table 2: Targets for events, radio spots and add campaigns

The foreseen events, radio spots and add campaigns will aim to contribute to an increased understanding of communities of the benefits of education. The achievement of this goal will be measure by MGD 1.3.5 (see following sub-section).

MGD 1.3.5 – Increased community understanding of benefits of education

Without parents understanding the benefits of education, chances are small that children in the arid lands will be allowed to consistently increasing degrees than presently. Only this understanding and the perception, that increased education of children is in their children’s and their own interest, will avoid that enrolment rates continue fluctuating in line with external factors such as seasonal or periodic increases or decreases in food insecurity.

14. Percent of parents in target communities who can name at least three benefits of primary education

Data on this indicator were obtained through interviews with 562 households whose children participate in schools supported by RSMP. Only two-thirds of respondents could name at least three different benefits of education.

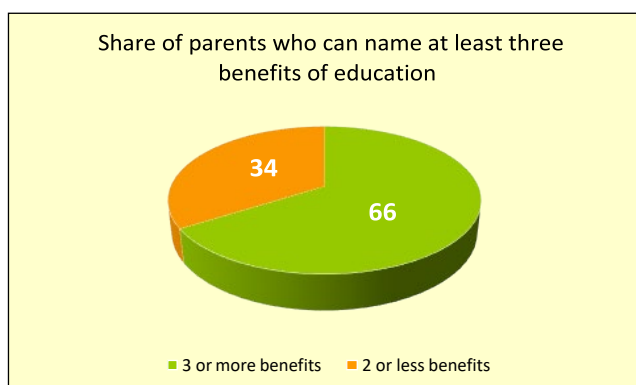


Figure 10: Share of parents who can name at least three benefits of education

The benefits mentioned varied from household to household. The following figure shows the share of households mentioning each benefit.

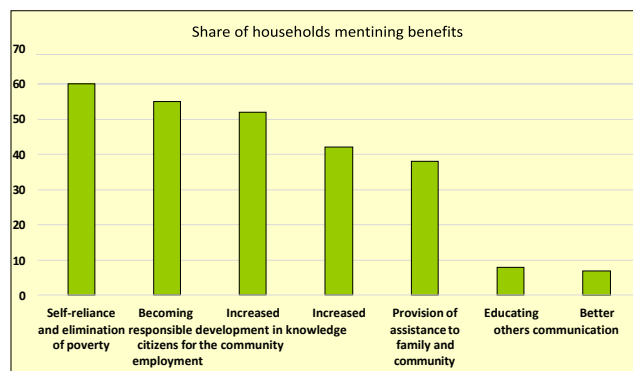


Figure 11: Share of households mentioning benefits

6. Provision of school meals

The following section is more directly related to the provision of school meals and the access of children to food. The performance of the USDA/WFP partnership is measured in relation to three specific outcomes:

- MGD 1.2.1 Reduced short term hunger
- MGD 1.2.1.1 – Increased access to food (school feeding)
- Feed the Future indicators

MGD 1.2.1 Reduced short-term hunger

Short-term hunger of children in school can be avoided by either children eating before going to school, or by children eating at school.

15. Percent of students in target schools who regularly consume a meal before the school day

During the baseline survey, households were asked if their children eat before going to school. The figure below shows the share of households that answered with always, sometimes, or never respectively.



Figure 12: Share of households providing food to children before they go to school

This means that 59 percent of children in the RSMP supported schools risk to go to school without having eaten anything. Their ability to concentrate and to learn will be seriously affected unless meals are provided at school.

16. Percent of students in target schools who regularly consume a meal during the school day

Any school meals program will have the ambition to reliably provide school meals on every single school day. However, this is not always possible. Reasons can include pipeline breaks, problems with transportation (e.g. during the rainy season, when road conditions deteriorate), loss of food due to inadequate storage or for other reasons, lack of cooks, etc. Not least, at times the planned and provided food does not suffice due to sudden increases in enrolment. The figure below shows the past record of the USDA/WFP-supported assistance.

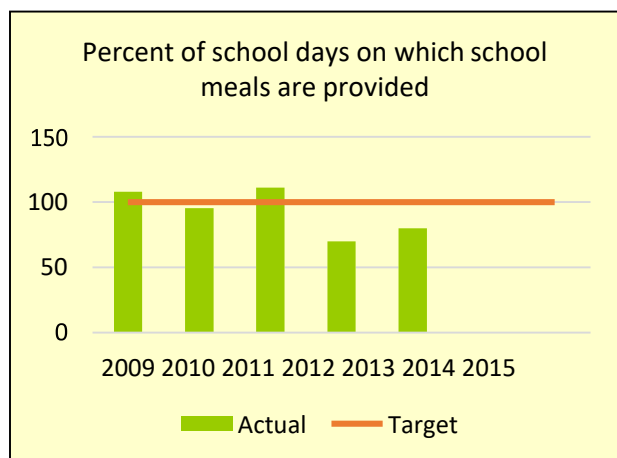


Figure 13: Percent of school days on which school meals are actually provided

The figure shows that in 2012/2013, school meals were only provided on 70 percent of school days due to delays experienced in food transportation from the Government Warehouses and a teachers’ strike that took place during the school term. However, the figure also shows that the number of days can also be above 100 percent of planned school days as happened in 2009 and 2011 when WFP provided meals during the August holidays in response to a severe drought. A recent evaluation of HGSMF revealed that under that program, the share of school days when school meals are actually provided is lower than in for the WFP-supported schools

(mainly due to government resource limitations and delayed transfer of funds to schools).

MGD 1.2.1.1 – Increased access to food (school feeding)

This outcome is determined by the actual provision of food to pupils through school meals, which in turn depends on (a) the food provided to schools, (b) the share of students actually participating in school meals, and (c) the diligent storage and preparation of food at school.

17. Total quantity of commodities provided for school meals provided to students as a result of USDA assistance

Commodities provided to school meals are reported by WFP in Standard Project Reports (SPRs), which are not prepared separately for each donor. The commodities planned and actually provided in the period 2010 – 2013 are thus the total provided through WFP-supported school feeding, including the contributions from other donors. The figure below illustrates this information, and includes also the targets for USDA contributions set in the Letter of Commitment.

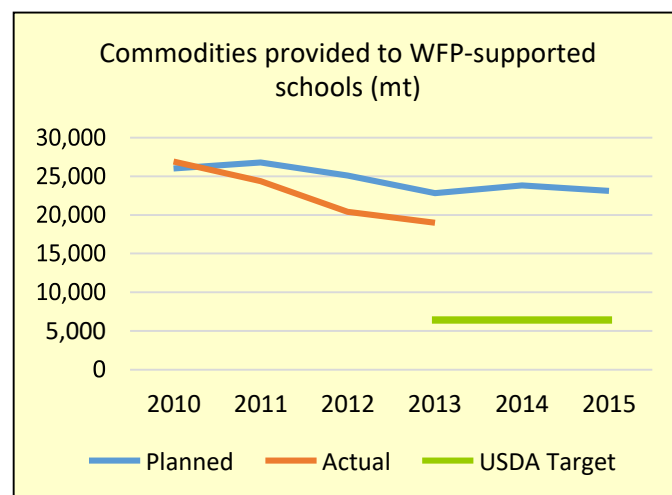


Figure 14: Commodities provided to WFP-supported schools

As mentioned earlier, the USDA contribution to RSMP in the previous program represented about 40 percent of total contributions.

18. Number of students receiving school meals as a result of USDA assistance

The following figure summarises the planned and actual number of girls and boy who received food under the previous operation (2010 – 2013), WFP’s

planning figures for the new operation (2014 – 2018) as well as the USDA targets included in the Letter of Commitment. The information on planned and actual number of girls and boys was obtained from the corresponding series of WFP SPRs, and the planning figures 2014 – 2018 from the project documentation of the new CP.

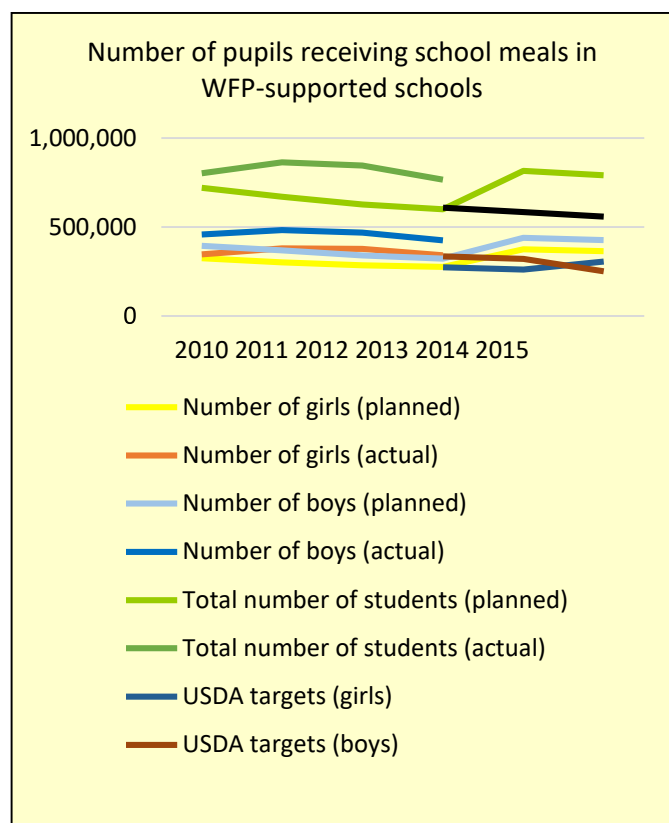


Figure 15: Number of pupils receiving school meals in WFP-supported schools

As can be seen, far greater number of girls and boys received school meals in 2010, 2011 and 2012 than had been planned. This is the result of additional schools that were included in the programme to address the temporary food security crisis in that period. Planning figures going forward expect steady increases of pupils enrolled in schools in the arid areas, but a continuous decrease in overall numbers as schools continue to be handed over to Government’s HGSMP.

19. Percent of students in targeted schools consuming daily meals (lunch)

All children attending schools in the arid Counties are targeted to receive school meals under this

project. Similarly, in the unplanned settlements in Nairobi, all children in schools targeted for support receive meals. The answer to this indicator will therefore invariably be 100%. A different question is, if school meals are provided on all school days (Figure 13), and if full rations are always provided. Figure 14). Both is not always the case, as the mentioned figures indicate.

20. Number of trainings provided in food preparation and storage practices and

21. Number of teachers trained in food preparation and storage practices

The reduction of food losses and the preparation of nutritious meals depends on a good supervision of food storage and preparation. This supervision is the task of designated teachers at each school in charge of school meals. The following table provides the number of planned trainings and teachers trained, as well as the actual numbers for 2014.

	2014	2015
# of trainings in food preparation and storage practices (target)	11	11
# of trainings in food preparation and storage practices (actual)	54	-
# of teachers trained in food preparation and storage practices (target)	600	600
# of teachers trained in food preparation and storage practices (actual)	3,455	-

Table 3: Number of planned and actual trainings and teachers trained in food preparation and storage practices

Feed the Future indicators

Finally, the relevant Feed the Future indicator for the USDA support to the new CP concerns participation of beneficiaries in productive safety nets.

22. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA

In this respect, RSMP providing meals at primary schools is seen as a productive safety net, where children receive food and build sustainable assets in the form of their education. The number of social

assistance beneficiaries thus corresponds to the number of pupils receiving school meals. These figures are provided by the following table.

	2013	2014	2015
Number of students (planned)	600,500	815,000	791,000
Number of students (actual)	767,100		
USDA targets (total)		609,000	584,000

Table 4: Number of social assistance beneficiaries participating in productive safety nets

7. Increased national capacity

WFP, with the support of among others USDA, will strengthen national capacities to further improve HGSMPS performance, to continue taking over schools from RSMP, and to better perform the national and local tasks with providing school meals under both programs. The following three specific outcomes are pursued by the USDA-WFP partnership:

- MGD 1.4.1 – Increased capacity of government institutions
- MGD 1.4.2 – Improved Policy and Regulatory Framework
- MGD 1.4.4 – Increased Engagement of Local Organizations and Community Groups

MGD 1.4.1 – Increased capacity of government institutions

The capacity of government institutions can be measured in many ways. With respect to a strengthened national home-grown school feeding program, it is crucial that schools and districts are in a position to carry out adequate, transparent and accountable food procurement procedures and have the required infrastructure for this. This means that School Meal Management Committees (SMMCs) have been established and trained in carrying out food procurement, that these committees are in fact working, and that there is the local infrastructure (traders, roads, warehouses) that will ensure that food is being delivered in the right quantity, good quality and at the right time to schools.

23. Percent of districts in which food procurement and distribution procedures and infrastructure are in place.

The 85.4 percent of districts with procedures and infrastructure in place include all districts where HGSMPS is being carried out. In addition, in its preparation for continued hand-over of schools from RSMP to HGSMPS, WFP has already trained officers and SMMCs in Isiolo, and will continue further training and other capacity strengthening in RSMP districts throughout the new CP. Traders are active in all HGSMPS and RSMP districts, however, due to at times weak market integration, food prices can be expected to be higher in some of the more remote areas presently covered by RSMP. Also road infrastructure is a challenge in some areas.

24. Number of MOEST officers benefiting from home-grown school feeding manuals distributed

Furthermore, national education officers, including teachers, sub-district inspectors, district and national managers must be aware of the principles, procedures and best practice of home-grown school feeding as laid down in the national HGSMPS guidelines.

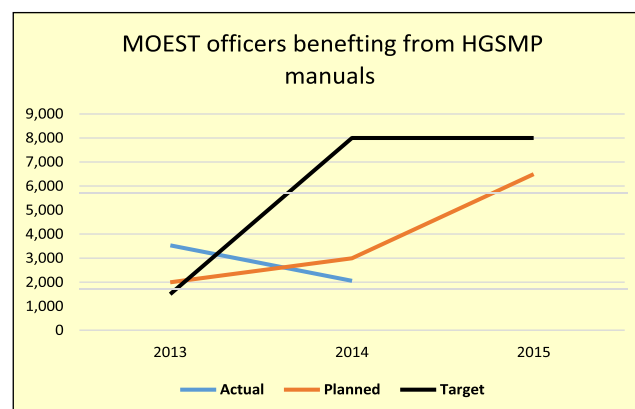


Figure 16: MOEST officers benefiting from HGSMPS manuals

In 2013, MOEST and WFP trained a total of 3,836 persons involved in implementing HGSMPS in the use of the HGSMPS manual thus far exceeding the target figure of 1,500. These results were possible due to additional support from USDA which also helped to print 1,770 copies of the revised HGSMPS for distribution to schools. For the coming years, it is

foreseen that an additional 4,000 MOEST officers will be trained and receive HGSMP manuals.

MGD 1.4.2 – Improved Policy and Regulatory Framework

A sound policy and regulatory framework is the foundation which any national programme requires for a reliable implementation, including the coordination with other national priorities and programmes, and the provision of sustainable funding from national sources.

25. Number of child health and nutrition policies, regulation and/or administrative procedures in place

There are several policies, regulations and strategies in place with relevance for HGSMP.

The **Food and Nutrition Security Policy (FNSP)** of 2011 provides an overarching framework covering the multiple dimensions of food and nutrition security improvement. Among others, the FNSP focuses on improving and expanding school meals programmes to target pre-schools and boarding schools in collaboration with local communities, as well as provision of micronutrients to address specific micronutrient deficiencies in school-age children, particularly iodine and iron.

The **National Social Protection Policy of 2011** mentions school feeding programs as one of the promotive measures Government will pursue to reduce households' susceptibility to social risks.

The **National School Health Policy of 2009**, developed jointly by the Ministries of Health and MOEST, pursues the goal of enhancing the quality of health in the school community by creating a healthy and child friendly environment for teaching and learning. The policy proposes among others that school feeding shall provide balanced meals for children in all schools.

The **draft National Education Sector Programme (NESP) 2013/2014 – 2017/2018** pursues the overarching goal of *Enhanced Quality Basic Education for Kenya's Sustainable Development*. It identifies six priority investment areas, among them access to free and compulsory basic education, which includes HGSMP.

A **draft National School Health, Nutrition and Meals Programme Strategy** attempts to bring the existing policies and guidelines a step closer to actual implementation guidance. A comprehensive evaluation of HGSMP of 2014 made a number of specific recommendations for the review, finalization and formalization of the draft strategy.

Finally, WFP sponsored the elaboration of a (draft) expansion strategy of the HGSMP into the arid lands, which is a prerequisite for the continued hand-over of schools from RSMP to HGSMP.

WFP will further support government and promote the finalisation and formalization of the NESP, the National School Health, Nutrition and Meals Programme Strategy, and the HGSMP Expansion Strategy.

26. Number of Home-grown feeding manuals printed and distributed

As mentioned above (indicator 24), 1,770 copies of the HGSMP manual were printed and distributed in 2014. Another 4,000 copies will be printed and distributed during the remainder of the CP.

MGD 1.4.4 – Increased Engagement of Local Organizations and Community Groups

The sustainability of school meal programs depends to a significant extent on the local ownership and the willingness of parents and community members

to support the program. This is reflected in parents participating in School Meal Committees (SMCs) and contributing to their schools.



Figure 17: SMC under RSMP (photo: WFP/Peter Haag)

27. Number of PTAs and SMCs contributing to their school (use percentage)

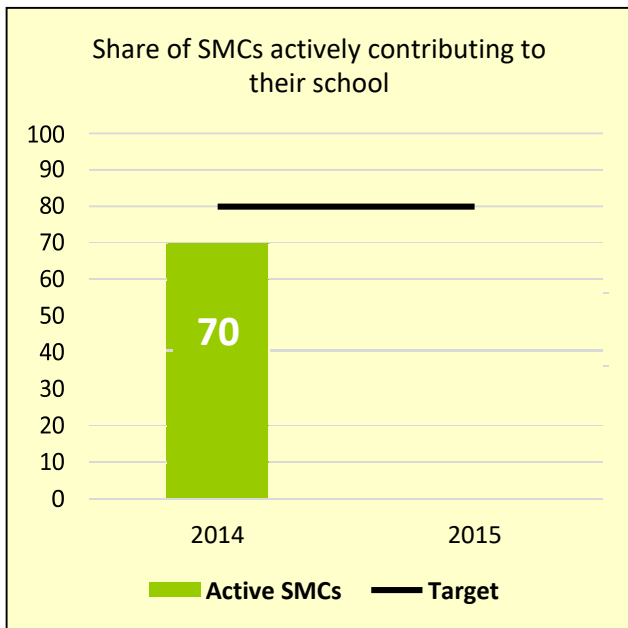


Figure 18: Share of SMCs actively contributing to their school

Under HGSMP, all SMCs make significant contributions to their school. Without their work, which includes the procurement of food in a transparent and regular way, the programme could not be implemented. The 2014 HGSMP evaluation revealed that as SMCs under the HGSMP have the possibility to procure preferred food for their children, and have actual decision-making power, their enthusiasm and willingness to engage has increased significantly. In some schools, SMCs have, in addition to their basic role, also rallied the support of the community to provide food when funds for food procurement were delayed.



Figure 19: SMC members in Turkana (photo: WFP/Peter Haag)

Also under RSMP, SMCs are active. However, their role is smaller. Furthermore, RSMP functions in areas with more widespread poverty, which makes rallying support from the community – beyond providing occasional labour – difficult.

It is expected that the introduction of cash-based school feeding also under in WFP-supported schools – done in preparation of hand-over of schools to HGSMP – will further increase the share of SMCs actively contributing to their school.

8. Food utilization and food safety

The last thematic area covered by this report concerns the utilization and safety of food. Three specific outcomes are pursued by the USDA/WFP partnership in this respect:

- MGD SO 2 – Increased use of health and dietary practices
- MGD 2.2 – Increased knowledge of safe food preparation and storage practices
- MGD 2.6 – Increased access to requisite food preparation and storage tools and equipment

MGD SO 2 – Increased use of health and dietary practices

The storage and preparation of food inherently entails health risks, unless food managers, preparers and not least consumers practice adequate precautions.



Figure 20: Practicing hygiene (photo: WFP/Narok Rein)

Good storage depends on the training and understanding of school-level food managers (normally a designated teacher) as well as funds for proper infrastructure.

28. Percent of schools in target communities that store food off the ground

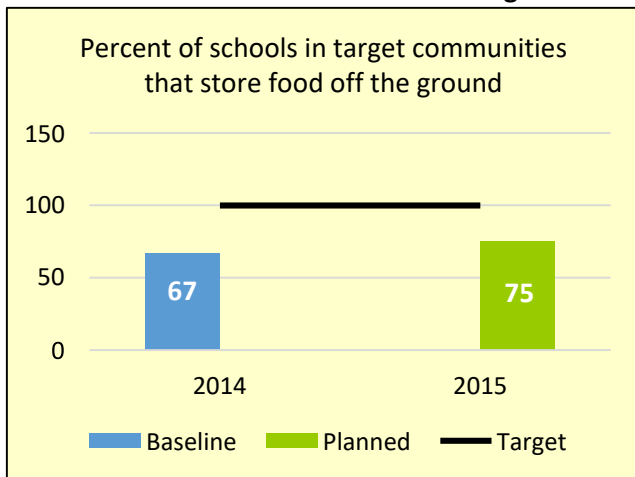


Figure 20: Share of schools that store food off the ground

While the condition of infrastructure varies considerably, schools are making good progress in practicing the storage of food off the ground, often using whichever means available. WFP focuses more on improved stores, which encompasses more than raising food from the ground and included, properly aerated food stores free from vermin and pests etc. 67% of schools presently provide of such improved food storage.



Figure 21: Food storage off the ground (photo: WFP/ Peter Haag)

MGD 2.2 – Increased knowledge of safe food preparation and storage practices

29. Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage

Food preparers – i.e. cooks – are crucial for ensuring that the food eaten by pupils is healthy and nutritious. Their understanding of safe food preparation and storage is thus decisive.



Figure 22: A local cook distributes a school meal (photo: WFP/Rose Ogola)

A test to determine the level of knowledge on safe food preparation and storage was administered to cooks in 84 schools across nine counties. Out of total cooks interviewed 87 percent of them scored at least 50 percent.

As expected there were regional disparities on levels of knowledge with Nairobi presenting the highest level of knowledge on food preparation and storage.

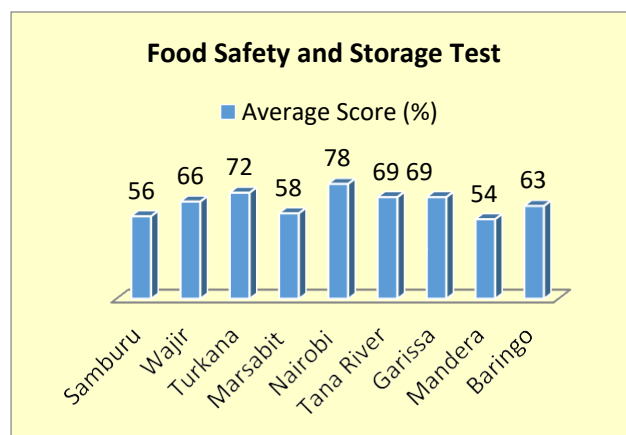


Figure 24: Average score by cooks on food safety and storage

MGD 2.6 – Increased access to requisite food preparation and storage tools and equipment

Finally, in order to ensure the safety of food (and to avoid wastage due to water infiltration, pests, etc.), it is important that schools actually have adequate infrastructure for storage and preparation.

The infrastructure for food storage and preparation in RSMP as well as HGSMP schools varies considerably. Funds for storage and cooking infrastructure are partly provided by MOEST, but are often not sufficient. In some schools, the head teacher mobilises additional funds from local sources.

30. Percent of target schools with improved food preparation and storage equipment

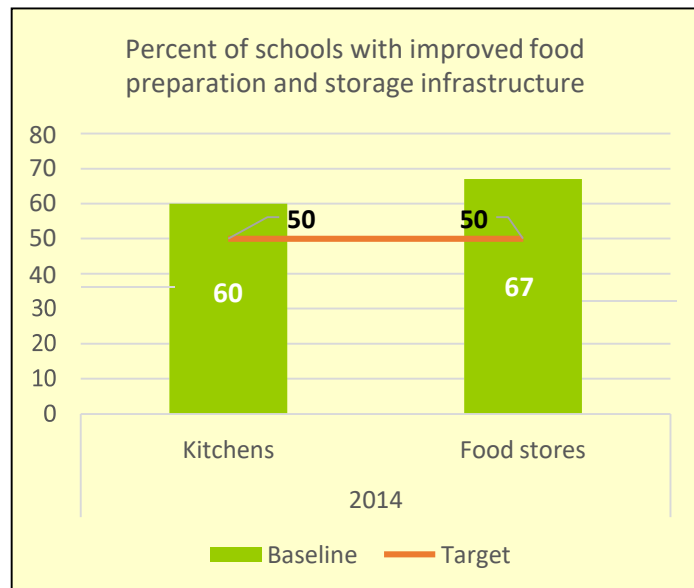


Figure 23: Percent of schools with improved food preparation and storage infrastructure



Figure 24: A kitchen demolished by storm in 2013
(photo: WFP/Peter Haag)



Figure 25: A kitchen under RSMP (photo: WFP/ Peter Haag)



Figure 26: Improved storage (photo: WFP/ Peter Haag)



Figure 27: Improved kitchen and stoves (photo: WFP/ Peter Haag)