



ABOUT “LEARNING FROM EXPERIENCE”

The UN World Food Programme has 45 years of experience in school feeding. This collection of good practices and lessons learned, *Learning from Experience*, has harvested existing knowledge on the topic, drawing from 134 evaluations, case studies, an ongoing consultation process and operational experience.

The study makes available institutional memory as a tool for practical use in the field. This work will serve as a guide and a building block for governments, WFP and NGO partners to design and implement high-quality, feasible, sustainable and cost-effective school feeding programmes.

[CLICK HERE TO READ THE COMPLETE DOCUMENT](#)

KENYA

LOCAL PROCUREMENT TO FACILITATE HANDOVER

COUNTRY OVERVIEW	
Children enrolled in primary school	6,101,000
Girls enrolled in primary school	49%
Out-of-school children	1,371,000
Gross enrolment ratio	106%
Survival rate to last grade	84%
Repeaters (all grades)	5.8%
WFP ASSISTANCE In 2008	
Children receiving school meals	1,211,000
Children who received deworming at least once in the year	68,000
Schools assisted	3,947
Food handled (mt)	57,000
School and kitchen gardens built	25

OVERVIEW

WFP and the Ministry of Education have been implementing school feeding in Kenya since 1980. Education is a challenge in Kenya, because of extreme poverty and nomadic livelihood patterns. Absolute enrolment rates in schools where WFP operates are below national averages.

Cultural practices such as early marriages keep girls out of school. In Nairobi's slums, more than 70 percent of primary school-age children are not enrolled in school, as compared to the national average of 8 percent; over 95 percent of children attend classes in WFP-assisted schools, while only 48 percent of people living in the slums complete primary school.

QUALITY STANDARDS CHECKBOX	
Sound alignment with national policy framework	√√
Stable funding and budgeting	√
Evidence-based programme design	√√
Strong institutional and implementation arrangements	√
Strong partnerships and inter-sector coordination	√
Strong community participation and ownership	√

GOOD PRACTICES

School feeding in the policy framework

- **Ensuring alignment with the national policy framework:** school feeding is included in the 2005 Sessional Paper on Policy Framework for Education, approved by Parliament, which highlights the need for school meals, calls for expansion of the programme and encourages communities to provide mid-day meals to needy children. The Kenya Education Support Programme provides an institutional framework: school feeding is one of the four components of the School Health, Nutrition and Feeding Programme. The 2008 National Nutrition and Food Security Policy includes a section on school meals, citing the need to enhance and expand the school feeding programme.

Partnerships

- **Partnering with the Ministry of Education to build capacity:** there is close and effective cooperation between the Ministry of Education and WFP staff. Cooperation focuses on day-to-day logistics and capacity building of field officers, head teachers and school management committees members. WFP also regularly participates in national education sector coordination meetings organized by the government.

Handover arrangements

- **Local procurement to favour a gradual handover:** in 2009, the government launched a Home-Grown School Feeding initiative which targets 550,000 children previously assisted directly by WFP, clearly demonstrating its commitment to school feeding. The initiative involves cash transfers to schools for local purchase of food and represents the continuation of a long-term handover strategy to the government. This process started in 2008, when the government met 42 percent of the logistics costs, falling short of the 50 percent target due to budgetary constraints arising from the post-election crisis.

Targeting

- **A new targeting mechanism to reach those who are most in need:** WFP has recently developed, jointly with the government, a new targeting mechanism based on a weighted indicator comprising education, poverty and food insecurity indicators. This mechanism has ensured proper targeting of the neediest districts under the in-kind WFP school meals programme and led to the handing over of more food-secure districts to the government's Home Grown School Feeding Programme. The methodology will be used to re-target the school feeding programme each year, to ensure that the limited resources continue to reach the most vulnerable.
- **Mobile schools to target migrating children:** in pastoralist areas, seasonal migration interrupts the education of many children. The government developed community-managed mobile schools for grades 1 to 3. From grade 4 onwards, children are enrolled in low-cost boarding or day schools. In selected arid districts, WFP will provide lunch for children in these mobile and boarding schools.

Monitoring and evaluation

- **Computer-based monitoring system to manage information:** an innovative computer-based monitoring system is jointly run by the Ministry of Education and WFP. This information is used to make planning and design decisions in periodic project review committee meeting between the Department of City Education, Feed the Children and WFP. Thanks to this practice, 7 schools were moved out due to poor management and 11 schools were added from the poorest settlement.

LESSONS LEARNED

Targeting

- **Clarifying the role of emergency school feeding:** schools benefiting from WFP food aid under the expanded school feeding programme (designed as part of the 2006 WFP emergency operation 10374.0 to off-set the negative impact of drought on schooling) had to meet the same requirements as schools supported by the regular school feeding programme (adequate kitchen, storage, etc.). Some schools made long-term investments but were excluded from regular school feeding once the short term emergency situation was over. Expanding school feeding requires planning and a transition strategy towards long-term support or phase-out.

Defining modality, food basket and ration design

- **Providing a more varied food basket:** a 2008 baseline survey¹ found that 94 percent of the children agreed that school feeding improved attentiveness and ability to learn, but pupils largely agreed that the programme should improve the actual cooking and preparation of the food; seasoning; increasing the quantity and variety of the meals. WFP Kenya has added iodized salt to the programme in 2009 and is committed to providing a variety of cereals and pulses whenever possible.

¹ WFP Kenya, *School Feeding baseline survey*, 2008.

Complementary actions

- **Ensuring adequate facilities:** the lack of adequate dining spaces and hand-washing facilities for children in the school, coupled with poor hygiene practices, is not conducive to a healthy feeding environment. The situation could be improved with food-for-work, cash-for-work and projects and trainings to enhance sanitation facilities and sensitize communities on basic hygiene practices in schools.