



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

HOME-GROWN SCHOOL MEALS PROGRAMME- CASH TRANSFER AND THE MOBILE PHONE PLATFORM

2. Country or countries where the practice is implemented *

KENYA

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

MINISTRY OF EDUCATION AND PARTNERSHIP FOR CHILD DEVELOPMENT (PCD)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

The practice can be/ is applied across other ministries in Kenya and has been found to be efficient and cost effective. For example it is the modality used by the ministries of social protection to transfer financial assistance to the aged and vulnerable in Kenya. The use of mobile phone platform is already being replicated in reporting school health and nutrition programmes like the school based deworming programme and disease surveillance

6. What makes it a best practice? *

What makes it a best practice? The end users of the innovation (teachers and farmers) have given positive feedback citing ease and reduction of the workload for food procurement process when using a mobile phone application. Farmers have for the first time supplied food to schools through the platform. The food items are availed to the learners in time because of the ease of the procurement process.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

This programme targets regions with limited access to education, low net enrolment rates, low attendance rates and low completion rates. This affects children who are from the vulnerable and marginalized communities.

Home- Grown School meals is a driver and a modifier of agricultural supply. The program provides direct benefits for education through increased attendance, especially of girls, and indirect benefits for education modulated via improvements in health that in turn benefit cognition and learning. Together, these health and education benefits contribute to human capital development.

Currently the programme targets the most vulnerable children supported by the government with funds being released from the National Treasury to the target schools located in the arid and semi-arid regions of the Country. The programme benefits approximately 1.6 million children. There is still a long way to go with benefiting the small scale farmers through the target schools as structured markets.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The government funded School Meals Programme known as the Home -Grown School Meals Programme is implemented using two modalities: food in kind and cash transfer.

Under the cash transfer modality cash is sent directly to the school accounts and then the school management procures the food from the smallholder farmers using the government procurement guidelines. The cash sent to schools is based on the Unit cost of Ksh.10 per child per day and the amount sent is based on enrolment and the number of school feeding days. This is mainly covered by schools in Semi-arid regions which includes 16 Counties (Elgeyo Marakwet, Embu, Kajiado, Kilifi, Kitui, Kwale, Laikipia, Lamu, Machakos, Makueni, Narok, Nyeri, Taita Taveta, Tharaka Nithi, West Pokot

Termly allocation per school is based on:

- Total verified enrolment at the end of the previous term
- Number of school days in the term
- Transfer value - 'per child per day' rate
- MINUS: bank account balances and food carry-over stock from the previous term

School Meals Programme Committee (SMPC) calculates how much food is needed for the term and checks market prices, based on the cash received.

This modality is implemented through a multisectoral collaboration with a focus on investing in human capital and rural economies, a project that links smallholder farmers to schools as a market. Partnerships for Child Development (PCD), a development partner, whose main aim is to enhance the smallholder farmers (who are also parents in the concerned schools) involvement in school meals programmes; to build their capacity on food production, food safety and access to the Home- Grown School Meals market.

For the cash disbursement (about Kshs 148 M) for the Financial 2021/2022 was sent to a total number of 2121. Prior to this disbursement, a Mobile Phone Platform (MPP) training was conducted for 200 head teachers (from 200 schools) and 200 farmer group leaders. The training covered the background of PCD and its partnership with Ministry of Education (MoE), World Food Programme (WFP), Cereal Growers Association (CGA) and FBO's (Farmer Based Organizations) to bring together a team of people that could support the HGSMP in selected counties in Kenya. The teachers were then taken through an overview of the HGSFP; objectives, scope, the food basket and rations and some of the key lessons learnt from the HGSFP.

Training on Post-Harvest Handling and Storage was conducted between January to March 2021 to FBO leaders in Kilifi, Tharaka-Nithi and Kitui Counties. The objective of the training was to enlighten farmers on how to maintain the quality and food safety of the harvested produce and empower them to reduce post-harvest losses i.e. losses between harvesting and consumption/marketing of the crop thus increasing household income. It was done in collaboration with experts from our partner (Cereal Growers Association) and Rafiki Participatory Development Partners and Ministry of Agriculture. Each Faith Based Organisation (FBO) was represented by two leaders thus a total of 60 farmers in Kilifi, 68 in Tharaka Nithi and 72 in Kitui County.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

- The children are fed on safe and healthy foods produced by their own parents while the parents have an income.
 - Head teachers published tender notices through the MPP while 49 schools awarded winning tenders to farmers using the platform
 - Reports generated from the system have been used to inform decision making on changes that need to be done on the application and for monitoring the procurement process of the HGSMF cash transfer modality remotely
 - The Ministry of Education is able to follow the procurement process at the HGSMF schools remotely
 - Farmer Based Organisations leaders have trained farmer members on the Good Agricultural Practices (GAP) and post-harvest handling to ensure that the food supplied to schools is of good quality and safe for consumption by the school children
- An assessment on the changes in the lives of the farmers will be carried out at a later project timeline. The assessment will also highlight the views of teachers on using the system to inform its effectiveness, sustainability, scalability and replicability

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

- There is need for more funding to retarget more vulnerable learners in the disadvantaged regions.
- For sustainability, the Ministry of Education to integrate functions of this innovation into the National Education Management Information System (NEMIS). Farmers need further on Good Agricultural Practices and Post-Harvest Handling to enhance productivity with the current effects of climate change.
- Management training for the School meals Programme Committee on the procurement processes as well as monitoring of schools to give support on the use of the Mobile Phone Platform (MPP).

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

The governments leading role in implementation of the School Meals Programme is critical in coordination of all the stakeholders involved for the success of the programme. For various stakeholders bring in different and valuable experiences and innovations into the programme for accountability, sustainability and scalability.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

Ministry of Education and Partnership for Child Development annual reports.