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**Executive Board  
Annual Session**

**Rome, 7–11 June 2010**

## **EVALUATION REPORTS**

**Agenda item 7**

*For consideration*

# **E**

Distribution: GENERAL

**WFP/EB.A/2010/7-D/Add.1**

7 May 2010

ORIGINAL: ENGLISH

### **MANAGEMENT RESPONSE TO THE RECOMMENDATIONS OF THE SUMMARY EVALUATION REPORT OF THE IMPACT EVALUATION OF WFP SCHOOL FEEDING PROGRAMMES IN KENYA (1999–2008)**

**A Mixed Methods Approach**

## NOTE TO THE EXECUTIVE BOARD

### **This document is submitted to the Executive Board for consideration**

The Secretariat invites members of the Board who may have questions of a technical nature with regard to this document to contact the WFP staff focal points indicated below, preferably well in advance of the Board's meeting.

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## BACKGROUND

1. The Secretariat welcomes the first impact evaluation conducted by the Office of Evaluation and the recommendations made on the WFP school feeding programme in Kenya (1999–2008).
2. The Secretariat considers it necessary to work in partnership with the Ministry of Education to advocate for creative programming and to develop an integrated strategy for school feeding in order to enhance the impact of school meals and ensure community support. To this end, current monitoring systems and initiatives to integrate food for assets into the school feeding programme are being strengthened.
3. The attached matrix presents the Secretariat's response to the recommendations of the impact evaluation.

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Recommendations	Action by	Management response and action taken	Implementation deadline
<p>1. The country office should re-orient the monitoring role of its field staff. The evaluation team recommends reorienting to a system that monitors indicators that limit school meal effectiveness, such as lack of firewood and water or the burden of providing them, student–teacher ratios, student–classroom ratios, sudden changes in enrolment (for example due to violence) and deterioration of physical infrastructure. The country office should analyse these indicators to anticipate when problems are likely to occur, and in which schools, in order to develop proper response strategies and share information with other development actors.</p>	Country office	<p>Agreed. In the short term, the country office can track student population statistics, and firewood and water availability, with minimal changes to its current monitoring system. The March 2010 budget revision adjusted the direct support cost rate for the country programme (CP) to support a harmonized, robust and field-based monitoring and evaluation (M&amp;E) system. Questions in line with standardized school feeding survey modules will be added to capture facility and teacher indicators. The analysis will be incorporated into the Ministry of Education/WFP school feeding database. The district school meals management team will disseminate the results of the analysis on a monthly basis. Local strategies to minimize factors that impede the effectiveness of school feeding will be developed based on seasonal trends. These issues will also be discussed each term by the WFP/Ministry of Education Programme Review Committee and shared with members of the Education Donor Coordination Group to advocate for support of affected schools.</p> <p>In the long term, the country office will work with the Government to ensure that its education monitoring system, which captures school-related data, will integrate the components of the school feeding programme into one national system. WFP is a member of the Education Donor Coordination Group's M&amp;E sub-group, which coordinates support and provides technical guidance on the Ministry of Education's Education Management Information System (EMIS).</p>	January 2011
<p>2. The country office should consider piloting a fortified biscuit intervention in the morning in the particularly vulnerable arid and semi-arid land (ASAL) schools. Qualitative evidence suggests that half the children surveyed come to school hungry; children need energy at the beginning of the day in order to learn. While many parents are not able to provide breakfast, a fortified snack could provide the needed energy. This intervention could be implemented on a pilot basis, targeting a limited number of the most vulnerable ASAL schools. The results of this initiative should be rigorously evaluated with a control and baseline</p>	Country office	<p>Agreed. The country office fully supports this recommendation to ensure micronutrient fortification of food for the most vulnerable children in line with WFP's new nutrition and school feeding strategies.</p> <p>While the CP already provides fortified porridge as a mid-morning snack to pre-primary children in government-recognized early childhood development centres in arid districts, the proposed pilot intervention requires additional resources. The previous corn-soya blend (CSB) porridge snack for vulnerable children was discontinued under the new CP because of lack of resources, and the country office has concerns about whether an additional meal can be offered widely and sustained. The country office will prepare a proposal to share with local donors and Headquarters for consideration by government and private-sector partners.</p>	July 2010



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		<p>In June 2009, WFP carried out a baseline survey in the coastal district of Taita Taveta, where the mid-morning snack was introduced to address a decline in children's nutrition. The survey showed that most children preferred a mid-morning snack because it was when they felt most hungry. A follow-up survey will be carried out in June 2010, and the findings will inform the country office about the impact of CSB and factors affecting implementation. In addition, a survey led by the Ministry of Health on micronutrient deficiencies is planned in 2010; it will be used to review the current school-meal ration and recommend necessary adjustments.</p>	December 2010
<p>3. The country office and partners should initiate an advocacy campaign in which graduates from participating communities support scholarships in recognized secondary schools for girls with high potential. One of the major constraints to girls' education is the cultural dissonance between a traditional pathway and an education pathway. WFP and its partners could address this constraint through a province-wide scholarship programme that builds upon private individual and community contributions. Scholarships (and winners) would be widely promoted through the media as a source of community pride. Such programmes not only create the enabling effect discussed in this evaluation, but also help to involve communities in education.</p>	Country office	<p>While this recommendation does not fall within WFP's mandate, the country office recognizes that it can be an effective advocate for improved transition rates in Kenya and will undertake to:</p> <ul style="list-style-type: none"> <li>➤ propose that the Ministry of Education consider modifying the private-sector initiative launched by WFP and the Ministry several years ago in an effort to draw additional resources to school meal programmes and engage partners at the national and provincial levels to support the scholarship programme; and</li> <li>➤ with the Ministry of Education, review the targeting of the Ministry's Secondary School Bursary Programme, which covers tuition and associated costs for vulnerable students, and recommend that the Government consider skewing the allocation in favour of districts with the highest levels of poverty and lowest transition rates of both boys and girls.</li> </ul>	January 2011
<p>4. The country office should introduce mentoring programmes to increase the effectiveness of school meals. Currently, there appears to be little opportunity for school administrators, teachers and school management committees (SMCs) to interact. Under this initiative, better-performing schools would share their best practices with poorer-performing schools and create mechanisms of mutual support. An award such as resources to invest in school meals could be presented to a mentor school. Such incentives could stimulate community pride in schools and facilitate the sharing of best practices.</p>	Country office	<p>The country office will share this recommendation with the Ministry of Education to identify cost-effective strategies for encouraging interaction between better performing and poorer performing schools. Any exchange programme would need to be implemented by the Ministry and would require mobilization of resources.</p> <p>In the short term, WFP will suggest that:</p> <ul style="list-style-type: none"> <li>➤ the Ministry of Education encourage districts to include a mentor's award as part of its annual Education Day, at which best performing schools are recognized; and</li> <li>➤ within planned WFP-supported training sessions, a session be included on recognizing the best-performing districts and schools, and the sharing of best practices be facilitated.</li> </ul>	June 2011



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<p>5. The country office and cooperating partners should integrate food-based activities to improve the school environment and encourage community participation. WFP has a range of food-based activities, which have been used to improve the physical infrastructure of 500 schools. Expanded monitoring of non-food indicators (Recommendation 1) will provide the information needed to develop needs-based activities to improve the school environment (such as fence-building to keep animals out, protection of water sources and construction of dining halls). These activities will also attract community members to schools for training sessions on health and hygiene, animal husbandry and income-generating activities. NGOs can be engaged to help implement this recommendation.</p>	Country office	<p>Since 2009, collaboration between the CP's school feeding component and the food-for-assets component of the protracted relief and recovery operation has aimed to encourage communities to harvest rainwater and use drip-irrigation schemes and agricultural techniques for the benefit of schools.</p> <p>In 2010, at least five schools have been targeted, and lessons learned from this pilot will be used to scale up the activities in the coming years. A review of these activities and lessons learned will advise the next phase of the CP in 2012.</p>	<p>January 2011</p> <p>December 2011</p>
<p>6. As a priority within the Essential Package, develop a school water strategy in collaboration with the Government, other United Nations agencies, non-governmental organizations and donors. The lack of potable water is a major constraint for most schools in ASAL districts, and a major deterrent to achieving results from school feeding. Water scarcity is often seasonal and related to droughts. Based on field-monitoring information (Recommendation 1), WFP can identify the water constraints in each school. In collaboration with the Government and other development partners (such as the water, sanitation and hygiene (WASH) programme and the child friendly schools initiative of the United Nations Children's Fund (UNICEF), a water improvement plan can be created as a blueprint to present to donors. Alternative food-based initiatives can be used to implement water-improvement projects.</p>	Country office	<p>Although water is a critical component of school feeding, WFP does not have the mandate to develop school water strategies in Kenya. Instead, it supports the Ministry of Education in coordinating all elements of the Essential Package, including water. To this end, WFP is supporting the Ministry's efforts to finalize a school health, nutrition and meals strategy in 2010, which provides guidance on inter-ministerial and inter-agency coordination. WFP has recommended that the strategy include a school-based needs assessment and targeting methodology along the lines of the existing Ministry of Education/WFP methodology for school meals within the Essential Package.</p> <p>The country office will continue to support the Government's coordination and advocacy for a joint programme with UNICEF's WASH and child-friendly school initiatives. The country office will hold a senior-level meeting to identify the way forward.</p>	<p>December 2010</p> <p>July 2010</p>



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<p>7. WFP should develop comprehensive strategies to maximize the development impacts of school feeding. (This is the main programmatic recommendation of this evaluation.) School feeding alone has limited value, but if combined with other interventions that address constraints to education and health, the power of school meals can increase dramatically. This means that school feeding should not be programmed in isolation. As in the very effective food security working groups, WFP could advocate for expanding the mandate of existing working groups such as the School Nutrition Health and Meals group in the Ministry of Education or integrate new members from relevant agencies. A precedent for such collaboration exists in the new Ministry of Education/Ministry of Public Health and Sanitation integrated model. This group would be responsible for ensuring a comprehensive approach to school feeding with complementary interventions designed to meet specific needs.</p>	Country office	<p>WFP supports the Ministry of Education in its coordination of school feeding in Kenya. The school health, nutrition and meals strategy, to be finalized in 2010, will provide guidance on inter-ministerial and inter-agency coordination relating to the Essential Package, agricultural production and provision of water in support of the Government's Home-Grown School Feeding initiative. WFP is lobbying stakeholders to view the initiative as an opportunity to pilot a multi-sector, community-based development programme, which could be expanded to the districts covered by WFP's school feeding programme. The strategy is expected to include a recommendation for an inter-ministerial secretariat including the ministries of education, public health, agriculture and water.</p>	December 2010
<p>7a. The expanded working group should first propose a needs assessment of all primary schools in the country, beginning in ASAL and urban slums, taking advantage of the Kenya Educational Sector Support Programme (KESSP) II to do so. This inter-sectoral needs assessment should build upon the current educational management information system database and identify indicators not only of enrolment and attendance, but also of school infrastructure, teacher-student ratio, student-latrines ratio, water availability, kitchen and eating facilities, and other factors influencing the learning environment (see Recommendation 6 for water). This assessment – available to all stakeholders – would form the basis of an integrated approach to health and education through school feeding. It would also create a baseline for future assessment of KESSP progress.</p>	Country office	<p>WFP is advocating that the Ministry of Education include a school-based needs assessment, and the required budget, in the school health, nutrition and meals strategy. This would ensure the identification of schools most in need of support; the data would be added to the Education Management Information System.</p>	December 2010





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<p>7b. The working group should go on to enhance the status of schools within communities using school feeding. Food brings children to school, and can also be used to bring parents and other community members to school. The true potential of food lies in its magnet effect, and the gathering of parents and other community members at schools would provide an important opportunity for learning and sharing information. This approach has been successful in Afghanistan, where schools are centres for adult literacy and gender leadership courses; in Brazil, where farmer associations have produced food for school meals; in Honduras, where mothers prepare food and distribute it to students; and in Sierra Leone, where food monitors deliver HIV/AIDS awareness messages to parents and teachers.</p>	<p>Country office</p>	<p>The school health, nutrition and meals strategy will help link the Home-Grown School Feeding initiative and multi-sector, community-based development programmes. The strategy will institutionalize school-level coordination and enable field staff from the ministries of education, agriculture, public health and sanitation, and water to reach communities with important information related to health, agriculture and other essential topics through schools. If successful, the model could be expanded to districts covered by WFP school feeding.</p>	<p>December 2010</p>