



# **MURANG'A COUNTY GOVERNMENT**

## **SCHOOL FEEDING POLICY 2025**

**MAY, 2025**

## **FOREWORD**

Every day, millions of children around the world go to school on an empty stomach. Hunger affects their concentration and ability to learn. Ensuring that children are well fed, healthy and able to learn is essential to the effectiveness of an education system. Education is considered a basic human right as enshrined in the Universal Declaration of Human Rights (Article 26).

Murang'a County is cognizant of the dire consequences of malnutrition and the importance of education during early years of development. Access to good nutrition plays a fundamental role in stimulating economic growth and development. A healthy population means a productive economy. However, undernourished children have lower resistance to infection and are more likely to die of common childhood illnesses such as diarrhoea and lower respiratory-tract infections. In addition, they are at risk of suffering from cognitive and physical impairment, which lowers their educational attainment and impacts negatively on their quality of life. School feeding programmes (SFP), if well designed and implemented, have a significant impact on the overall educational achievements and general development of school age children. Better health and nutrition allow children to learn and perform better, broadening their educational opportunities and enhancing their future lifetime productivity.

In view of the above, it is my pleasure to present the Murang'a School Feeding Policy, developed by the department of education, with inputs from other relevant line departments, Non-governmental Organizations (NGOs) and other stakeholders. This Policy takes into account the policies formulated by sectors with cross-cutting interests in school feeding such as education, health, social protection and Agriculture.

Above all, the policy encourages inter-sectoral coordination, multi-sectoral planning, stable funding, monitoring and evaluation for school feeding to children in Murang'a County creating synergy in the programme. We look forward to working closely with other stakeholders through a multi-sectoral approach to ensure full implementation of the Policy.

Ultimately, Murang'a county government aims at having a sustainable school feeding programme targeting learners in education institutions in Murang'a County. It is my sincere expectation that all the stakeholders of education will support the County government in realizing the purpose of this Policy.

Thank You

H.E. Hon Dr. Irungu Kang'ata  
**THE GOVERNOR**  
**MURANG'A COUNTY GOVERNMENT.**

## **PREFACE**

The department of education (MoE) in collaboration with the departments of Health; Agriculture, Livestock and Fisheries; Water, Sanitation and Irrigation; as well as other education partners has developed this Murang'a school feeding policy through a participatory process.

The process identified key thematic areas of concern to school feeding provision in Murang'a county, namely: Access, equity and inclusion; Food safety and quality in learning institutions; Nutrition and health among ECDE children; Sourcing of food commodities for school feeding; Partnerships, collaboration and linkages in school feeding provision; and Governance and management of school meals.

The Policy is a progressive document that will be subject to revisions and improvements as need arise. The Policy articulates government objectives in school feeding, health and nutrition and clarifies the roles and responsibilities of all partners involved.

This Policy was developed to provide guidance on the implementation of school meals initiatives in basic learning institutions, abiding by the broad national goals stipulated in the Vision 2030 and in line with the Constitution of Kenya.

The Policy has incorporated information from other relevant laws, policies and strategies that relate to education, health and nutrition of learners in Kenya, as well as the promotion of farmers in the community. The Policy also aims at providing overarching guidance on the implementation modalities and coordination of the school feeding programme (SFP) so that production and distribution of appropriate food commodities, as well as access to them by learners are fully realized.

By providing a framework for the SFP, the policy will contribute to key education outcomes such as increased enrolment, retention and transition rates in ECDE centers. It will simultaneously promote food and nutrition security, health, sanitation and hygiene practices. Other expected outcomes include reinforcing efforts towards learner's universal access to free education; strengthening food and nutrition of learners, as well as their households and communities; facilitating farmers' access to structured school markets and capacity building opportunities; encouraging the Government to integrate education, health, social protection and agriculture policies; and improving cross sector linkages towards tackling hunger and poverty, as well as inclusive development.

I therefore, call upon all stakeholders and development partners to adopt the Policy as the basis for all school feeding and nutrition interventions to achieve the expected multi-dimensional outcomes and build a strong national school feeding programme in Murang'a County.

Thank You

**COUNTY EXECUTIVE COMMITTEE MEMBER  
DEPARTMENT OF EDUCATION AND TECHNICAL TRAINING**

## **ACKNOWLEDGEMENTS**

The Murang'a school feeding policy was developed through a consultative process involving a wide range of stakeholders. The department of education would like to acknowledge the contribution, commitment and support from other stakeholders who made important contributions to the development of this policy.

Special thanks go to the CECM, department of education, Hon. Faith , for the leadership in developing this policy and the chief officer department of Education, for the guidance and support and Director of Education Ms Catherine Mwaura for coordinating the policy making process.

I wish to acknowledge both technical and financial support provided by Food for Education (F4E). I equally appreciate the technical support from other partners who participated in the development of this Policy.

Furthermore, I recognize the valuable inputs and contributions of the members of the Technical Working Group led by the director of education, Ms Catherine.

Special thanks go to Edgar Okoth Onyango, F4E Senior Consultant for the extensive contribution to the development of this Policy, as well as other individuals who contributed as listed in Annex 1.

## **ABBREVIATIONS AND ACRONYMS**

AFA	Agriculture and Food Authority
BoM	Board of Management
ASAL	Arid and Semi-Arid Lands
CBO	Community Based Organization
CECM	County Executive Committee Member
CoG	Council of Governors
CIDP	County Integrated Development Plan
COHA	Cost of Hunger in Africa
CSO	Civil Society Organization
ECDE	Early Childhood Development and Education
FBO	Faith Based Organization
FNSP	National Food and Nutrition Security Policy
FPE	Free Primary Education
F4E	Food for Education
GCP	Gross County Product
GDP	Gross Domestic Product
HGSMP	Home-Grown School Meals Programme
IQ	Intelligent Quotient

KDHS	Kenya Demographic Health Survey
KM	Kilometres
KNAP	Kenya Nutrition Action Plan
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
M	Meters
MDAs	Ministries, Departments and Agencies
MM	Millimetres
MoE	Ministry of Education
MSP	Multi-stakeholder Platform
MT	Metric Tonnes
NASMLA	National Assessment System for Monitoring Learner Achievement
NESSP	National Educational Sector Strategic Plans
NGO	Non-Governmental Organisation
PTA	Parent Teachers Association
SCO	Sub-county Officer
SDG	Sustainable Development Goal
SFP	Supplementary Feeding Program
SME	Small, Medium Enterprises

SMP	School Meals Programmes
SWOT	Strength Weakness Opportunities and Threats
TWG	Technical Working Group
UN	United Nations
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

## DEFINITION OF TERMS

1. **Maziwa ya Nyayo** – Free school milk program introduced by the former President Daniel Arap Moi to improve nutrition and school attendance.
2. **Early Childhood Development and Education (ECDE)** – A learning program for young children (ages 3-8 years) focusing on growth, education, and well-being.
3. **Stunting** – A condition where children are too short for their age due to long-term malnutrition, affecting their growth and brain development.
4. **Supplementary Budget** – An additional budget prepared and approved within a financial year to cover extra expenses that were not included in the original budget.
5. **Boda Boda** – Motorcycle transport for carrying passengers and goods.
6. **Uji Champion** – A parent responsible for tasting porridge feeding program in ECDE centers.
7. **Home-Grown School Meals Program (HGSMP)** – A school feeding initiative that sources food locally from smallholder farmers to provide nutritious meals to students while also supporting local agriculture.
8. **Learner** – A person receiving education in a school or learning institution.
9. **Vision** – A statement describing a desired future of a program.
10. **Mission** – A statement that outlines the purpose, values, and primary objectives of a program.
11. **Goal** – A broad and long-term achievement that a program aims to accomplish.
12. **Objectives** – Specific, measurable actions taken to achieve a goal.
13. **County Validated Reports** –
14. **Cost of Hunger Study** – A research study that measures the economic impact of child malnutrition, including costs related to health care, education, and productivity losses in Kenya.

## TABLE OF CONTENTS

FOREWORD.....	2
PREFACE.....	3
ACKNOWLEDGEMENTS .....	4
ABBREVIATIONS AND ACRONYMS .....	5
EXECUTIVE SUMMARY .....	Error! Bookmark not defined.
CHAPTER ONE: INTRODUCTION.....	Error! Bookmark not defined.
1.1    Background.....	1
1.2    Key sectoral objectives of school feeding program .....	3
1.3    Rationale of school feeding program .....	4
1.4    Policy goals and objectives .....	5
1.4.1    Vision .....	5
1.4.2    Mission.....	5
1.4.3    Goal.....	5
1.4.4    Objectives .....	5
1.5    Scope and overall guidance .....	6
CHAPTER TWO: SITUATION ANALYSIS.....	8
2.1    National and County trends.....	8
2.1.1    Early Childhood Development and Education.....	8
2.1.2    Malnutrition and Health Challenges.....	8
2.1.3    Agriculture, Food Security, and Economic Challenges.....	9
2.2    SWOT Analysis.....	9
CHAPTER THREE: POLICY FRAMEWORK, STATEMENTS AND STRATEGIES .....	11
3.1    General policy statement.....	11
3.2    Guiding principles and values .....	11
Policy strategies.....	12
3.3    Access, Equity and Inclusion .....	12
3.4    Food Safety and Quality.....	12
3.5    Health and Nutrition .....	13
3.6    Sourcing of food commodities.....	14

3.7	Partnerships, Collaborations and Linkages .....	14
3.8	Governance and Management .....	15
<b>CHAPTER 4: IMPLEMENTATION AND INSTITUTIONAL FRAMEWORK.....</b>		<b>16</b>
4.1	Resource Mobilization .....	16
4.1.1	Establishment of a school feeding fund .....	17
4.2	Advocacy, Communication and Social Mobilization .....	17
4.3	School feeding programme coordination structure.....	17
4.3.1	County School feeding programme Steering Committee .....	18
4.3.2	County school feeding programme Technical Working Group (TWG) .....	20
4.3.3	Sub County School Feeding Programme Technical Working Group (TWG) .....	22
4.3.4	School feeding and Nutrition Multi-Stakeholder Platform.....	23
4.3.5	Ward school feeding program thematic working group.....	24
4.3.6	School feeding programme implementation Team .....	24
4.3.7	Roles and Responsibilities.....	25
4.4	Legal and Policy Framework .....	29
<b>CHAPTER 5: MONITORING AND EVALUATION .....</b>		<b>34</b>
5.1	Reporting, Monitoring, and Evaluation Framework .....	35
5.1.1	Reporting Mechanism .....	35
5.1.2	Result Indicators.....	35
5.1.3	Key Performance Indicators (KPIs) .....	35
5.1.4	Data Management for Decision-Making .....	37
5.1.5	Communication, Learning, and Adaptation .....	37
5.2	Policy Review.....	38
5.3	Commencement Date .....	38
<b>REFERENCES.....</b>		<b>39</b>
<b>List of Contributors.....</b>		<b>40</b>

## 1.1 Background

Murang'a County, located in central Kenya, covers 2,558.8 km<sup>2</sup> and a projected population of 1,135,521 in 2025 of which 51% are females and 49% males. It borders Nyeri County to the north, Kiambu County to the south, Kirinyaga and Machakos counties to the east and Nyandarua County to the west (KNBS Census 2019). Administratively, the County has seven (7) constituencies, nine (9) Sub counties, 35 wards. The county has diverse topography ranging from 914m to 3,353m above sea level, influencing its climatic conditions and resulting to diverse agricultural potential. (Source: CIDP 2023-2027)

Consequently, parts of Murang'a, including Kangema, Mathioya, Gatanga and higher areas of Kigumo and Kandara, is cool, wet, and humid due to its proximity to the Aberdare Ranges, with temperatures dropping to 6°C. The lower part, covering Kigumo, Kandara, Ithanga/Kakuzi, and Maragua, is semi-arid, experiencing higher temperatures (26–30°C) and lower rainfall, necessitating irrigation for crop production. The county experiences long rains from March to May, with April receiving the highest rainfall (213mm), and short rains in October and November (135mm), while February is the driest month (21mm). (Source: CIDP 2023-2027)

The County is composed of six agro-ecological zones. Zone 1 consists of the highest potential areas where forestry, tea and tourism industry are the major economic activities. Zones 2 and 3 are the lowlands east of Aberdares, which are generally suitable for both coffee and dairy farming. The flat area of Makuyu ward in Maragua Sub County is characterized by arid and semi-arid conditions (forming agro-ecological zones 4, 5, and 6), where coffee and pineapple plantations thrive under irrigation. The agricultural sector is not only the driver of the County's economy contributing 48% of the Gross County Product (GCP) in 2024, ranking 12th nationally with a 2.3% contribution to Kenya's GDP, but also the means of livelihood for the majority of the residents. The sector comprises of crop production (industrial & food crops), horticulture, livestock, fisheries and forestry. Agricultural transformation is essential for the County as it has huge potential to spur growth and raise income. (Source: CIDP 2023-2027)

School Feeding Programmes (SFP) has been defined as 'targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household levels'

(World Bank, 2012). The programme has been recognized as an investment rather than expenditure with studies showing that investing one dollar in the programme results in lifetime returns of more than 9 dollars (Taylor, et al., 2019).

Globally, school feeding programmes have been widely implemented, benefiting 388 million children across 161 countries by 2020. These programmes serve as the world's largest safety net, ensuring children receive daily nutrition while also acting as a critical response mechanism during conflicts and emergencies, particularly in low-income countries.

In Africa, school meals are viewed as a strategic investment in the continent's future, helping to eradicate malnutrition and child hunger while promoting inclusive education. By 2019, over 65 million children across Africa received school meals daily, demonstrating strong government commitment. The African Union recognizes these efforts by commemorating the African Day of School Feeding on March 1st each year.

Kenya has implemented school feeding programmes since 1979 (Maziwa ya Nyayo: launched in 1979 to improve nutrition- presidential library and archives, official twitter for the president library, Museum and exhibition), with increased national government funding from 2009. These programmes have significantly improved access to education for vulnerable children, particularly in food-insecure regions, reinforcing the government's commitment to education as a fundamental human right.

In Murang'a County, school feeding program dates to 2016 with the government providing a capitation to ECDE centres to cater for lunch, later in the year 2017 the County started school milk program and in 2018 introduced porridge for ECDE learners through provision of fortified flour and sugar. In 2022 in line with the Governor's commitments the County launched an Early Childhood Development and Education (ECDE) feeding programme in partnership with Food for Education (F4E) to provide daily porridge to over 40,000 learners across 643 public ECDE centres. This initiative aims to enhance school attendance, improve nutrition, and alleviate the financial burden on parents, particularly in drought-affected areas such as Ithanga and Kakuzi Mitumbiri wards.

The County Assembly approved a supplementary budget (FY 2022/2023) to fund the programme, which is fully sponsored by the County Government and implemented in partnership with the Food for Education Foundation. County department of health provide advisory and technical advice on how porridge is prepared from fortified flour with essential vitamins and minerals necessary for child growth and development. To optimize efficiency and safety, porridge is prepared at a centralized kitchen and distributed to ECDE centres via boda bodas. Each centre has a designated Uji Champion to coordinate the programme at ECDE level. (Source: Muranga County validated reports)

## **1.2 Key sectoral objectives of school feeding program**

Various evaluations have shown that school feeding program is among the most cost-effective intervention and have had positive impact in different areas of education, health and nutrition, social protection, agriculture, and job creation among others.<sup>1</sup>

**1.3.1. Education:** School meals, whether provided at school or as take-home rations, improve enrolment, attendance, retention, and academic performance by addressing short-term hunger. These programs ensure that children from low-income level can access education and participate actively. The school feeding program has demonstrated its effectiveness in enhancing education and nutrition outcomes, keeping children in school and improving their overall well-being.

**1.3.2. Health and Nutrition:** Ensuring safe, nutritious, and diverse meals at school reduces micronutrient deficiencies, such as vitamin A, zinc, iodine, and iron which are linked to stunting, poor cognitive development, and low academic performance. Malnutrition negatively affects intelligence quotient (IQ) and school participation, leading to lower enrolment and higher dropout rates. School feeding programs play a crucial role in improving children's health and supporting their educational success.

**1.3.3. Social Protection:** School meals provide economic relief to food-insecure households while acting as a safety net to keep children in school. This reduces negative coping mechanisms such as child labour, early marriages, and teenage pregnancies, which hinder education. In times of

---

<sup>1</sup> *World Bank, 2020*

crisis, school feeding programs can be expanded to support vulnerable populations and strengthen resilience.

**1.3.4. Agriculture:** Locally sourcing food for school meals creates stable markets for smallholder farmers, encouraging investment in safe and diverse food production. This will boost farmers' incomes and enhance availability, accessibility, and sustainability of nutritious food in the region.

**1.3.5. Trade and Economic Development:** School meals programs generate employment along the food supply chain, including transportation, processing, and preparation. Investing in school feeding stimulates local economies, with evidence showing that these programs have created 1,668 jobs per 100,000 beneficiary children (WFP, 2020)<sup>2</sup>, leading to broader economic benefits.

### **1.3 Rationale of school feeding program**

The implementation of the school feeding programme has hitherto been guided by the Kenya School Health Policy 2018, under the thematic area of nutrition that identifies school meals as an intervention to promote nutrition and ensure learners are well nourished to thrive and achieve their full potential. In 2016, a National School Meals and Nutrition Strategy, 2017–2022, was developed to provide guidance on implementation of the programme.

Malnutrition in early childhood can affect school enrolment, attendance, attentiveness, concentration, aptitude and overall performance. Children who are stunted due to malnutrition in early childhood perform lower on IQ and other tests. A child, who is malnourished and in poor health, cannot adequately take advantage of instructional and learning materials and programs. In Kenya, Early Childhood Development and Education (ECDE) is an education system designed for children aged between four and six years old. This is the foundation of education, offered in both private and public schools to promote cognitive development through a curriculum that provides play-based learning, socialization, and an exploration environment.

Provision of meals to learners addresses short-term hunger and positively impacts education outcomes such as enrolment, attendance, retention, transition and academic performance (WFP, 2009). There are disparities in the nutrition status of school going children across the country with ASAL regions being most affected by malnutrition and micronutrient deficiencies. At

---

<sup>2</sup> WFP, *State of School Feeding Worldwide, 2020*.

present, about 25 percent of the learners in public primary schools receive government supported school meals.

To promote harmonised delivery of services in the provision of school meals, there is need to strengthen the collaboration among different sectors at the national and county government levels, development partners and other related actors along the food supply chain. The policy therefore provides a blueprint for the provision of school meals to learners and hence contributes to the economic and social pillars of vision 2030 for sustainable development.

## **1.4 Policy goals and objectives**

### **1.4.1 Vision**

A well-nourished and healthy learner for prosperity.

### **1.4.2 Mission**

To provide, promote, and coordinate school feeding and nutrition initiatives to all learners in Murang'a County.

### **1.4.3 Goal**

To promote nutrition and good health of all learners for improved learning outcomes.

### **1.4.4 Objectives**

By providing a framework for the school feeding programme, the policy will contribute to key education outcomes such as increased enrolment, retention and transition rates in basic learning institutions.

The general strategic objective of the policy is to provide a framework for the school feeding programme. The policy will contribute to key education outcomes such as increased enrolment, retention and transition rates in basic learning institutions.

This policy pursues the following specific strategic objectives:

- i. To ensure that every learner has access to safe, diverse, nutritious and affordable school meals to improve the enrolment, attendance, retention and completion of learning.

- ii. To promote awareness of intake of adequate, diverse and nutritious foods among learners while promoting local production and entrepreneurship among value chain actors.
- iii. To strengthen partnerships and multisectoral coordination and linkages for complementary support, effective and efficient delivery of the school feeding program.
- iv. To strengthen inclusive governance and management for effectiveness and efficiency of the school feeding programme.
- v. To provide a framework for delivery of the school feeding program that offers a platform for strong collaboration among partners hence enabling effective and sustainable mechanisms for resource mobilization.

### **1.5 Scope and overall guidance**

This policy applies to early learning and learning institutions under the Murang'a county government and related state and non-state actors. The County may, in liaison with the national government, Ministry of Education, and pursuant to article 189 of the Kenya constitution feed learners in Murang'a county.

The policy provides a comprehensive framework for school feeding programs in Murangá County, ensuring alignment with relevant county and national policies and legislation. It focuses on enhancing education and nutrition security outcomes for learners, recognizing the link between school feeding, improved educational outcomes, and poverty eradication. The policy serves as a guiding document to streamline school feeding initiatives within the county government planning processes.

The policy outlines key priority areas and principles that guide county interventions in school feeding programs. It sets the foundation for resource mobilization, advocacy for high-priority interventions, and the development of operational and management strategies. Additionally, the policy emphasizes the importance of collaboration across multiple sectors, including education, health, agriculture, and social protection, as well as partnerships with the private sector. By

fostering an integrated and cost-effective approach, the policy seeks to enhance the sustainability and impact of learners feeding programs in Murangá County.

## **1.6 Structure of the policy**

This policy is structured as follows: It begins with an introduction outlining the county's school feeding landscape and linking it to global, continental and national commitments. The policy then defines its goals, objectives, and scope, along with a situational analysis of school feeding and nutrition. The institutional and governance framework defines coordination of various stakeholders from county to ward level. This chapter brings out funding modalities and further clarifies the roles of the government, private sector, and development partners in implementation. Finally, a monitoring and evaluation framework ensures accountability and tracks progress toward full implementation of the policy.

## CHAPTER TWO: SITUATION ANALYSIS

### 2.1 National and County trends

#### 2.1.1 Early Childhood Development and Education

In Kenya, Early Childhood Development Education (ECDE) registration continues to show strong uptake across both public and private institutions. School feeding programs have significantly supported children's nutrition, school attendance, and learning, with over 6 million learners accessing National Government funded mid-day meals. Another 900,000 learners in informal settlements and arid areas receive porridge prepared with fortified flour.<sup>3</sup> Proper nutrition and a stimulating learning environment in early childhood are critical for cognitive and physical development. In Kenya, Early Childhood Development and Education (ECDE) services are categorized into childcare (0-3 years), pre-primary (4-5 years), and lower primary (6-8 years).

Under the Constitution of Kenya, the responsibility for childcare services and pre-primary education was devolved to County Governments. Murang'a County has prioritized school feeding program, focusing on a lunch program for ECDE learners, with plans to expand to a full primary school feeding program. This initiative aims to enhance nutrition, improve school attendance, retention of learners in school and promote equity in early learning. Across the county, there are 927 ECDE centres (669 public and 258 private) serving approximately 45,000 pre-school learners.

#### 2.1.2 Malnutrition and Health Challenges

Kenya faces a triple burden of malnutrition, encompassing under-nutrition, micronutrient deficiencies, and over-nutrition, which contribute to severe health and economic losses. The 2019 Cost of Hunger study estimated that child under-nutrition led to losses of KSh 373.9 billion (USD 4.2 billion) in 2014, equivalent to 6.9% of Kenya's GDP. In Murang'a County, stunting has significantly declined from 19.6% in 2014 to 10% in 2022, with underweight and wasting rates at 6% and 2%, respectively. However, under-nutrition remains a concern among adolescent boys, with 43% classified as thin compared to 12% of girls. Malnutrition contributes significantly to maternal and child mortality, with neonatal, infant, and under-five mortality rates standing at 36,

---

<sup>3</sup> *MoE data*

43, and 47 per 1,000 live births, respectively. Socioeconomic challenges such as poverty (26.5% of the population) and high youth unemployment (29%) further limit access to nutritious food, exacerbating malnutrition and health disparities. (Source: KDHS 2022)

### 2.1.3 Agriculture, Food Security, and Economic Challenges

Agriculture is the backbone of Murang’a County’s economy, contributing 2.3% to Kenya’s GDP and providing employment to 57% of the county’s population. The county produces an average of 71,064MT of maize (Crops validated reports 2012 to 2023) which is the main staple food crop. Other important food crops include beans, potatoes, and arrow roots. Major fruits grown include mango, avocado and bananas 13,056, 115,774, 208,600 and 10183, 121,450, 341,799 metric tonnes in 2022 and 2023 respectively (AFA Yearbook of Statistics 2024) The sector faces multiple threats, including prolonged droughts, declining soil fertility, high farm input costs, and pest infestations such as fall armyworms, African armyworms, desert locusts, and quelea birds. Invasive velvet monkeys also contribute to crop destruction. Additionally, post-harvest losses remain high due to inadequate storage and limited value addition. Murang’a County remains a net food importer, with an ongoing negative food balance. The dairy industry is also a key contributor, with a total herd of 332,118 and an average annual milk production of 253 million kilograms, accounting for 5% of Kenya’s national milk output (County Livestock Validated Data,2023). However, challenges such as high feed costs, limited access to affordable fodder, and high disease prevalence hinder dairy productivity. Addressing these issues through climate-smart agriculture, better storage facilities, and enhanced value addition will be critical in improving food security and economic resilience in the county.

## 2.2 SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>- Political goodwill</li> <li>- Strong partnership network – many organisations willing to partner with Murang’a</li> </ul>	<ul style="list-style-type: none"> <li>- Poorly structured M&amp;E framework – has been manual – will be hard to do coordinated data collection and analysis</li> <li>- Lack of baseline survey</li> </ul>

<ul style="list-style-type: none"> <li>- Skilled multisectoral technical personnel</li> <li>- Existence of good governance structures – well stipulated</li> <li>- Pre-existing feeding programme</li> <li>- Murang’a is agriculture based therefore can produce the food required for the programme locally</li> <li>- Strong stakeholder involvement</li> <li>- Good infrastructure e.g. road network</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of a complete devolved administrative structure</li> <li>- Lack of ringfenced finances</li> <li>- Inadequate personnel</li> <li>- Fluctuating budgetary allocations – thus cannot predict and plan accordingly</li> <li>- Expected resistance to change</li> </ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>- Emerging trends and tech – digitisation, automation &amp; AI, e.g. Tap2Eat – <ul style="list-style-type: none"> <li>o enable data collection and analysis,</li> <li>o Track no. of children benefitting from the programme</li> <li>o gaps can be spotted early on and solved</li> <li>o track nutrition trends in different wards/ sub-counties</li> </ul> </li> <li>- Partnerships to subsidize the cost of food – development partners and SAGAs eg Naitonal Cereals and Produce Board, food processors (CSR)</li> <li>- AfCFTA facilitating low-tax food importation</li> <li>- Support from govt agencies and SAGAs – e.g. water supply institutions, KenGen, to subsidize cost of utilities</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>- Devolution – conflict between the two levels of govt</li> <li>- Encroachment of roles between national and county</li> <li>- Policy changes</li> <li>- Possibility of sabotage</li> <li>- Mismanagement of resources by handlers at any level of the supply chain</li> <li>- Budget cuts</li> <li>- Rising cost of food and operational costs</li> <li>- Supply chain issues – persistent disruptions affect quality and availability</li> <li>- Effects of climate change</li> </ul>

## CHAPTER THREE: POLICY FRAMEWORK, STATEMENTS AND STRATEGIES

This chapter outlines the overarching policy framework guiding the implementation of the school feeding programme in Murang'a County. It sets out the policy's guiding principles and strategies. The policy provides a structured basis for the planning, execution, and management of school feeding programme, emphasizing the importance of stakeholder alignment and adherence to the defined strategies and standards.

### 3.1 General policy statement

The department of education, in collaboration with relevant stakeholders, shall enhance learners' access to safe, nutritious, and diverse meals in all educational institutions as part of a comprehensive strategy to promote learning, health, and well-being.

### 3.2 Guiding principles and values

The implementation of school feeding programme shall be anchored in the following principles:

- **Transparency and accountability:** Ensuring efficient use of resources through clear, traceable, and accountable processes.
- **Efficiency:** Maximizing available resources to achieve intended outcomes.
- **Equity:** Promoting fair and impartial access to school meals, especially for marginalized learners.
- **Inclusivity and non-discrimination:** Ensuring the programme is accessible to all learners, including those with special needs.
- **Integrity:** Upholding ethical standards in targeting, procurement, and service delivery.
- **Learner-centred approach:** Designing the programme around learners' age-specific nutritional requirements and educational needs.
- **Multi-sectoral collaboration:** Engaging multiple sectors to strengthen programme impact.
- **Professionalism:** Adhering to established norms and standards across all implementation levels.

- **Safety and quality:** Ensuring meals meet approved food safety and quality benchmarks.
- **Sustainability:** Promoting environmental resilience and sustainability and long-term programme continuity.

## **Policy strategies**

### **3.3 Access, Equity and Inclusion**

The County Government recognizes the critical role of good nutrition in supporting educational access and attainment of good educational outcomes. Well-nourished learners are more likely to attend school, remain enrolled, and perform academically. The County shall ensure that learners benefit from diversified and nutritious meals, regardless of socio-economic status.

#### **Policy Statement**

The County Government shall ensure equitable access to safe, nutritious and diversified school meals to learners.

#### **Strategies:**

- i. Establish participatory platforms for stakeholder engagement.
- ii. Expand coverage of the feeding programme to reach more learners.
- iii. Enhance coordination at county and national levels.
- iv. Ensure accessibility for learners with special needs.
- v. Promote the use of locally acceptable, safe food commodities.
- vi. Streamline the coordination of school meal provision.

### **3.4 Food Safety and Quality**

Food safety is critical to the health and well-being of learners. The County shall ensure that all school meals adhere to national food safety and quality standards throughout the entire value chain—from sourcing to consumption.

**Policy Statement:**

The County government shall enforce rigorous food safety and quality standards in the school feeding programme.

**Strategies:**

- i. Strengthen food safety compliance across the food supply chain.
- ii. Build implementers' capacity on food safety protocols.
- iii. Improve WASH infrastructure to support hygienic practices.
- iv. Establish traceability systems to detect and prevent contamination and food safety risks.

**3.5 Health and Nutrition**

School feeding serves a platform to promote the health and nutritional status of learners. Integrated with school health services, it contributes to improved cognitive and physical development.

**Policy Statement**

The County Government shall deliver school meals as part of comprehensive school health and nutrition services.

**Strategies:**

- i. Provide safe, nutritious meals using locally sourced foods.
- ii. Integrate complementary health services including deworming, micronutrient supplementation, nutrition education, and referrals.
- iii. Promote school gardens to support dietary diversity.
- iv. Adopt efficient food preparation methods.
- v. Ensure menus align with national dietary guidelines.

### **3.6 Sourcing of food commodities**

The County shall prioritize the procurement of food commodities in line with public procurement laws while supporting local economic development through engagement of farmers and SMEs

#### **Policy Statement**

The County government shall ensure the sustainable sourcing of high-quality, locally appropriate food commodities.

#### **Strategies:**

- i. Strengthen linkages with SMEs and local farmers.
- ii. Develop a traceability system to monitor food sources.
- iii. Build supplier capacity on quality standards.
- iv. Promote safe handling and storage practices.

### **3.7 Partnerships, Collaborations and Linkages**

A coordinated multi-sectoral approach is essential for the effective delivery of the school feeding programme. The County shall work with government, private sector, and development partners to pool resources and align efforts.

#### **Policy Statement**

The County government shall foster strategic partnerships and institutional linkages to strengthen the school feeding programme.

#### **Strategies:**

- i. Strengthen coordination among stakeholders at all levels.
- ii. Support joint programming and resource mobilization.
- iii. Promote a participatory approach to planning and delivery.
- iv. Establish a legal framework for a school feeding fund.

- v. Integrate the programme into the county resource mobilization framework.
- vi. Promote public-private partnerships through MOUs and structured agreements.

### **3.8 Governance and Management**

Robust governance and transparent management structures are critical to ensure accountability and delivery of programme outcomes. The County shall institutionalize mechanisms to strengthen oversight and community engagement.

#### **Policy Statement**

The county government shall institutionalize effective governance and management systems for the school feeding programme.

#### **Strategies:**

- i. Strengthen multi-sectoral coordination at all levels.
- ii. Enhance accountability and transparency.
- iii. Enhance community participation in programme planning and oversight.

## **CHAPTER 4: IMPLEMENTATION AND INSTITUTIONAL FRAMEWORK**

This policy guides sectoral/departmental implementation of the policy strategies. It proposes that each participating department use existing institutional structures and systems that include planning, programming and budgeting for purposes of implementing the strategies under each department.

Each participating department will be responsible for the outcomes of its strategies and contribute towards the achievement of the expected objective outcomes. In this regard, implementation of the policy shall be actualized through existing leadership and management structures at all levels of the participating departments.

### **4.1 Resource Mobilization**

Provision of school feeding in institutions of learning requires adequate financial, human, technical and infrastructural resources. Effective implementation of school programme is hampered by inadequate financial resources amid the increasing enrolment of learners. In addition, the high cost of food threatens national food security. The ever-increasing cost of food is largely attributed to prolonged droughts due to climate change, high-energy prices and globalization.

For effective implementation of this policy, the government shall commit resources through its planning and budgeting process to meet the goals of the school feeding programme. Efforts shall be made to mobilize resources from development partners, civil society organisations, faith-based organisations and the private sector, among other stakeholders. Strengthened parental and community participation in resource mobilization will result in increased resources for the school feeding programme.

A sustainable resource base for the programme shall be achieved through the following:

- i. Development of a resource mobilization framework.
- ii. Formulation of mechanisms to ensure accountability and transparency.

- iii. Streamlining of evidence-based information systems to support resource mobilization and allocation.

#### **4.1.1 Establishment of a school feeding fund**

The CECM finance and Economic planning shall develop regulations under the Public Finance Management Act 2015, to give effect to creation of a school feeding fund. The accounting of the fund shall be under a fund manager to be appointed under the regulations.

#### **4.2 Advocacy, Communication and Social Mobilization**

Advocacy, communication and social mobilization will be crucial for the long-term success of the programme in several respects:

- a) Clear communication with all relevant stakeholders, based on documented evidence to ensure the allocation of resources for the programme is done in a sustainable manner
- b) To enhance the general nutrition understanding and thus increase demand for healthy and nutritious food.

The county government will promote broad-based understanding, ownership and support of the school feeding programme through enhanced stakeholder engagement. This shall be achieved through the following:

- i. Development of an advocacy strategy for school feeding programme
- ii. Establishment of a comprehensive communication strategy
- iii. Formulation of a social mobilization strategy.

#### **4.3 School feeding programme coordination structure**

The school feeding programme shall be implemented within the existing department of education administrative structures and committees shall be meeting on quarterly basis.

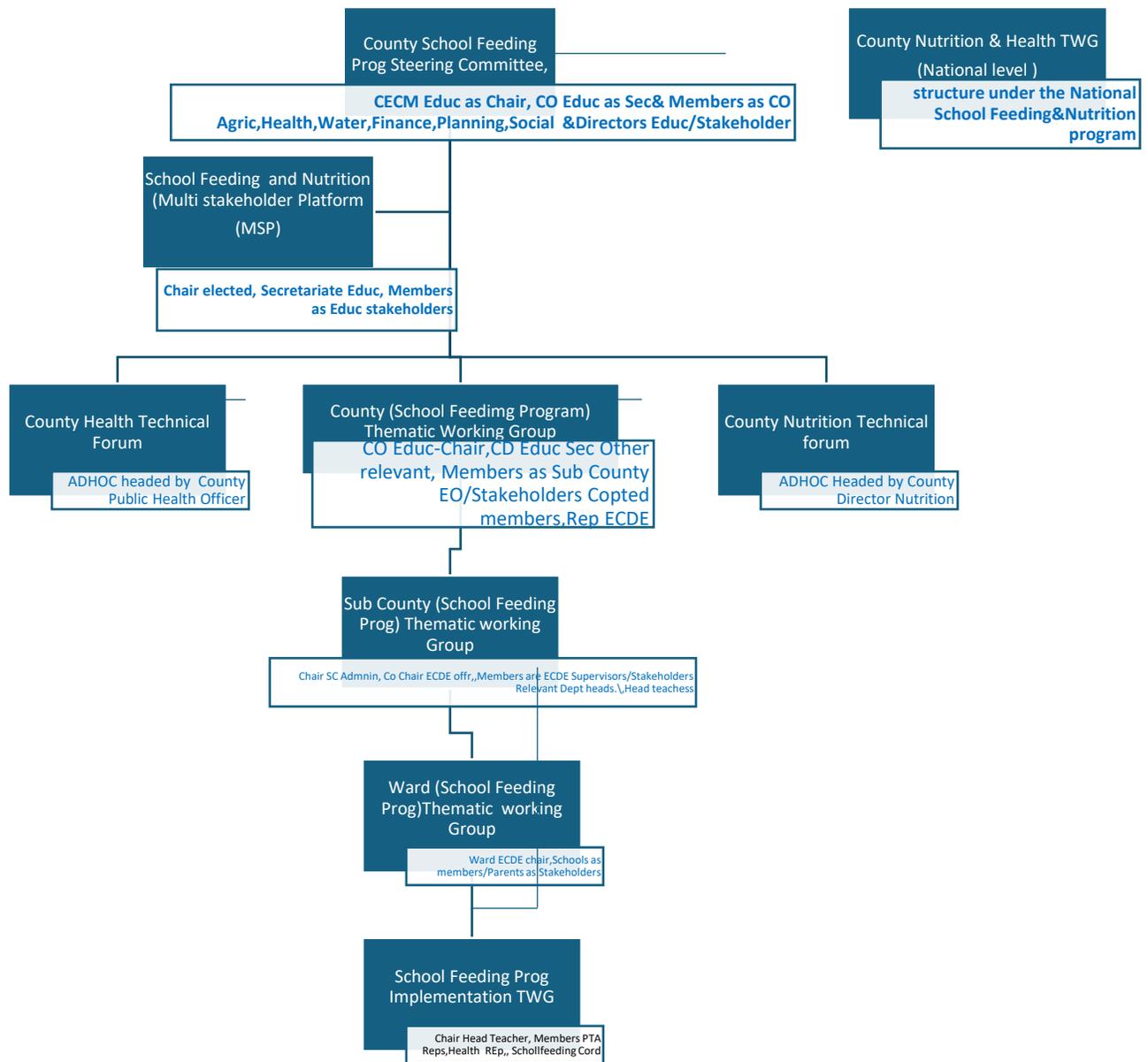


Fig 001: School meal program coordination structure

#### 4.3.1 County School feeding programme Steering Committee

The County school feeding programme Steering Committee is the highest coordinating body responsible for ensuring the effective integration and implementation of school feeding programme within schools countywide. It operates to enhance the well-being of learners, support conducive learning environments, and align cross-sectoral strategies for sustainable development.

## **Key Members**

- Chief officers from the departments responsible for:
  - Education
  - Health
  - Agriculture
  - Water
  - Planning
  - Social Protection
- Heads of relevant development partners and CSOs
- MOE County Director
- Private Sector Representatives

## **Leadership Structure**

### **Chair - the CECM responsible for education**

The Chief Officer of the department responsible for education shall be the secretary

The County School feeding programme Steering Committee shall:

- i. Provide strategic leadership and policy guidance on matters related to school feeding programme.
- ii. Coordinate multi-sectoral efforts to ensure the effective implementation of school feeding programme.
- iii. Advocate for enhanced investment in school feeding programme.
- iv. Mobilize resources and partnerships to support sustainable program implementation.

- v. Monitor progress and advise on measures to strengthen systems and address emerging issues.

#### **4.3.2 County school feeding programme Technical Working Group (TWG)**

The CECM responsible for education shall establish the County Technical Working Group (TWG) on School feeding programme for the implementation of this Policy. The Committee shall be chaired by the Chief officer responsible for Education while a representative from County Director Education office will be the secretary.

##### **Key members:**

- **Directors** from the departments responsible for:
  - Education
  - Health
  - Agriculture
  - Planning
  - Social Protection
  - Water
  - Trade
  - Infrastructure
  - Procurement
  - Representative of the Sub County ECD program officers
- Program leads of relevant development partners and CSOs
- Private sector representatives
- Any other co-opted member on need basis

The county Technical Working Group (TWG) on School feeding programme will be responsible for:

i. **Policy Development:**

- Draft, review, and revise policies and guidelines related to school feeding programme.
- Align technical frameworks with national and global goals such as SDGs and the national development agenda.

ii. **Program Design and Oversight:**

- Develop strategies and implementation plans for school feeding programme.
- Ensure integration and synergy across sectoral programs.

iii. **Monitoring and Evaluation (M&E):**

- Establish and implement an M&E framework to track progress and outcomes.
- Analyse program data and recommend improvements.

iv. **Technical Support:**

- Advise the county Committee on emerging technical issues and potential solutions.
- Support task forces with expertise and capacity building.

v. **Coordination:**

- Facilitate communication and collaboration among stakeholders.
- Coordinate task force activities to ensure alignment with TWG objectives.

vi. **Adhoc Task Forces**

The CECM education in consultation with relevant CECM will create adhoc task force on need basis.

1. School Health Taskforce
2. School Nutrition Taskforce
3. School WASH task force

#### **4.3.3 Sub County School Feeding Programme Technical Working Group (TWG)**

The CECM responsible for education shall establish the Sub County TWG on School feeding programme. The Sub-County TWG on School feeding programme is the primary coordinating body at the sub-county level. It ensures effective implementation of national and county-level policies, strategies, and programs. The TWG provides a platform for multi-sectoral collaboration, addressing the unique challenges faced by schools and communities in promoting health, nutrition, and WASH services:

Representatives at the ward to be coopted at the Sub County School feeding thematic working group subject to further devolution at the ward level.

#### **Key members:**

- **Sub-County Officers (SCOs) from:**
  - Department of Education/ECDE
  - Department of Health
  - Department of Agriculture
  - Department of Social Protection
  - Department of Water and Sanitation
  - Sub county Director of Education
  - Sub county administrator

- Representative of central kitchen managers
- Community-Based Organizations (CBOs)
- Non-Governmental Organizations (NGOs) operating in the sub-county
- Private Sector Representatives at the sub county level
- Religious and Faith-Based Organizations (FBOs)
- Representative of school head teachers

## **Leadership Structure**

### **Chair- Sub County administrator**

- **Secretary:** Sub County ECD coordinator

Sub County School Feeding Programme Technical Working Group (TWG) shall:

- i. Coordinate and oversee the implementation of school feeding programme.
- ii. Advocate for and support resource mobilization to strengthen program delivery.
- iii. Facilitate partnerships among sub-county departments and other stakeholders.
- iv. Promote monitoring, evaluation, and learning to guide evidence-based decision-making.

### **4.3.4 School feeding and Nutrition Multi-Stakeholder Platform**

The multi-stakeholder platform shall act as a platform for participatory engagements, citizen inclusion and grievance redress mechanism. It shall be private sector-led and government regulated. The MSP shall

- I. Provide programme oversight and offer accountability on governance
- II. Participate in policy design and implementation
- III. Participate in resource mobilization and offer accountability
- IV. Provide leadership of the MSP

- V. Participate in innovation and continuous learning

#### **4.3.5 Ward school feeding program thematic working group**

This shall be in line with established governance structures and the members shall be technical staff in relevant departments tasked with ensuring the successful implementation of activities, policies, and programs related to school feeding programme within the school environment. the chair shall be the ward administrator.

#### **4.3.6 School feeding programme implementation Team**

The school-level implementation team on School feeding is a key operational body tasked with ensuring the successful implementation of activities, policies, and programs related to school feeding programme within the school environment. It provides oversight of daily operations, promotes learners' well-being, and engages stakeholders to support and sustain school-based initiatives.

##### **Key members:**

1. Head Teacher (Chairperson)
2. ECDE teacher (Secretary)
3. ECDE Parent-Teacher Association representative
4. Learner Representative(s)
5. Department of Health Representative from the Link Health Facility (Nutritionist or other designated health professional)

The School Committee shall:

- i. Facilitate the effective implementation of school programme.
- ii. Oversee the daily operations of feeding programs and ensure compliance with dietary and safety standards.
- iii. Monitor the health and nutritional status of learners and identify malnutrition risks.

- iv. Engage learners, parents, and stakeholders in fostering a healthy, safe, and inclusive school environment.
- v. Promote proper waste management and the effective use of food and water resources.

#### 4.3.7 Roles and Responsibilities

The role of key departments/institutions in the implementation of school feeding policy is tabulated as follows:

S/No	Institution	Roles and Responsibilities
1	The department responsible for Education	<ul style="list-style-type: none"> <li>● Provide policy direction</li> <li>● Mobilize and allocate resources</li> <li>● Establish an adequate monitoring and evaluation framework</li> <li>● Work with county education board on overall financing and budgeting</li> <li>● Monitor and report programme performance</li> <li>● Build capacity on coordination, programme management and performance</li> <li>● Develop and manage procurement standards by working with other actors</li> </ul>
2	The department responsible for Finance and	<ul style="list-style-type: none"> <li>● Allocate the budget of the school feeding programme in a timely manner.</li> <li>● Avail necessary data for planning and management of the school feeding program.</li> </ul>

	Economic Planning	<ul style="list-style-type: none"> <li>● Ring-fence funds for school feeding</li> <li>● Monitor utilization of finances for the programme</li> </ul>
3	The department responsible for Health	<ul style="list-style-type: none"> <li>● Provide information on health and nutrition</li> <li>● Provide guidance and advice on nutrition</li> <li>● Identify minimum school feeding composition, aligning nutrition, water, sanitation and hygiene and other health related activities.</li> <li>● Undertake research</li> <li>● Ensure food safety and enforce food safety and quality standards</li> </ul>
4	The department responsible for Environment	<ul style="list-style-type: none"> <li>● Ensure the environment is safe</li> <li>● Advice on effects of climate change</li> </ul>
5	The department responsible for Water, Sanitation and Irrigation	<ul style="list-style-type: none"> <li>● Ensure access to water in schools</li> <li>● Provide technical inputs for development and revision of standards and guidelines</li> <li>● Build capacity of stakeholders</li> <li>● Integrate sectoral plan with school feeding programme</li> </ul>
6	The department responsible for Agriculture, Livestock and Fisheries	<ul style="list-style-type: none"> <li>● Integrate this Policy with agricultural sector plans through capacity development, storage and production</li> <li>● Complement programme budget</li> <li>● Build the capacity on performance management</li> </ul>

		<ul style="list-style-type: none"> <li>• Undertake research</li> <li>• Monitor and provide market prices to stakeholders and implementers of school feeding initiatives</li> <li>• Support DoE in procurement and value addition</li> </ul>
7	Boards of Management	<ul style="list-style-type: none"> <li>• Support the implementation of school feeding programme</li> <li>• Mobilize and involve parents in school feeding programme</li> </ul>
8	Primary School Heads Association	<ul style="list-style-type: none"> <li>• Support the implementation of school feeding programme</li> </ul>
9	Parents Associations	<ul style="list-style-type: none"> <li>• Support the implementation of school feeding programme</li> </ul>
10	Development Partners	<ul style="list-style-type: none"> <li>• Provide technical and financial support for the implementation of this policy</li> <li>• Align training, supply chain, school garden projects and other activities with the school feeding programme.</li> <li>• Support programme monitoring and evaluation</li> </ul>
11	Civil Society Organisations	<ul style="list-style-type: none"> <li>• Advocate for the provision of school feeding programme</li> </ul>
12	Universities	<ul style="list-style-type: none"> <li>• Integrate initiatives and research agenda with school feeding programme</li> <li>• Support evidence-based analysis and evaluation</li> </ul>

		<ul style="list-style-type: none"> <li>• Undertake research</li> </ul>
13	Farmers	<ul style="list-style-type: none"> <li>• Produce diversified food commodities for school feeding programme</li> <li>• Align to the school feeding programme market</li> </ul>
14	Media	<ul style="list-style-type: none"> <li>• Advocate for a County school feeding programme that is safe, diversified and nutritious.</li> </ul>
15	The department responsible for roads, housing and infrastructure	<ul style="list-style-type: none"> <li>• Construction of food storage, preparation and service areas</li> <li>• Construction of access roads to the learning institutions</li> <li>• any other infrastructural necessary for the school feeding programme</li> </ul>
16	The department responsible for trade	<ul style="list-style-type: none"> <li>• facilitate availability of food commodities that the county may not produce</li> <li>• advocate for fair trade practices</li> </ul>
17	The County assembly	<ul style="list-style-type: none"> <li>• Budget allocation and appropriation</li> <li>• Oversight</li> <li>• Approval of policy and plans</li> </ul>
18	County attorney	<ul style="list-style-type: none"> <li>• Provide legal advice to the program</li> <li>• Interpret the policy, relevant laws and agreements</li> </ul>

#### 4.4 Legal and Policy Framework

1. **National School Meals and Nutrition Strategy (2017–2022):** This is Kenya’s core national framework for school feeding. It outlines implementation models, promotes home-grown school meals, and encourages multi-sectoral coordination among education, agriculture, health, and water ministries. It directly guides county governments in expanding and sustaining school feeding programs using local resources.
2. **Sessional Paper No. 1 of 2019 (Reforming Education and Training):** Supports school feeding by calling for universal access to school meals through home-grown and community-supported initiatives. It encourages partnerships, especially in arid, semi-arid, and food-insecure areas, to address nutritional gaps in learners.
3. **Kenya School Health Policy (2018):** This policy integrates health and nutrition in the school environment. It promotes the provision of safe, nutritious meals, establishment of school gardens, and nutrition education—making school feeding an essential part of child well-being and academic performance.
4. **Children’s Act (2012):** Recognizes a child’s right to health, nutrition, and education, and places the responsibility for providing these services jointly on parents and the state. It offers legal justification for public investment in school meals to ensure child welfare.
5. **National Food and Nutrition Security Policy (2011):** Provides a framework for improving food and nutrition security across sectors. It supports school-based nutrition interventions such as deworming, micronutrient supplementation, hygiene promotion, and meals to improve children's health and school attendance.
6. **Murang’a County Nutrition Action Plan (CNAP 2021–2025):** Localizes national nutrition priorities by promoting nutrition-sensitive actions in schools. It advocates for school meal implementation based on national guidelines and encourages development of safe and healthy school food environments.
7. **Murang’a County Right to Food Policy (2023–2030):** Commits the county government to ensuring access to adequate, safe, and nutritious food. It recognizes children’s food rights,

outlines legal obligations for school feeding, and sets up county structures to monitor and address hunger and malnutrition.

8. **Murang'a County Children's Policy (2024):** Supports the right to health and development for all children by promoting inclusive and equitable access to services. It calls for county investment in nutrition and school health programs, including feeding schemes.
9. **Constitution of Kenya (2010):** Article 43 guarantees the right to food and education, and Article 53 affirms every child's right to basic nutrition, shelter, and health care. These constitutional mandates provide the strongest legal basis for publicly funded school feeding programs.
10. **Basic Education Act (2013):** Requires the government to provide free and compulsory education. By supporting school feeding, the Act indirectly helps improve attendance, reduce dropout rates, and enhance learning outcomes among children from poor households.
11. **Sessional Paper No. 2 of 2015 (School Health, Nutrition, and Meals Programme):** Calls for the integration of school meals with other child health services like WASH, deworming, and immunization. It sets operational guidelines and promotes school-community linkages to support meal provision.
12. **Kenya Vision 2030:** While not focused on school feeding, it prioritizes education, health, agriculture, and food security—creating an enabling environment for the expansion of school meal programs as part of social development.
13. **Murang'a County Integrated Development Plan (CIDP 2023–2027):** Outlines development goals including improved food and nutrition, water supply, and inclusive education. It supports school feeding through budgeting for nutrition-sensitive and child-centered initiatives.
14. **Murang'a County Water and Sanitation Strategy (2024–2028):** Prioritizes access to safe water, sanitation, and hygiene in public institutions, including schools. Clean water and adequate sanitation are essential for food preparation and the success of school meals.

15. **Health Act (2017):** Provides a framework for health services delivery, including nutrition for children. It reinforces the role of public health in addressing school nutrition and access to safe meals.
16. **UN Convention on the Rights of the Child (1989):** Kenya's commitment to this treaty obliges the state to ensure children's right to health and adequate nutrition. School meals are recognized as part of this obligation to uphold child welfare.
17. **African Charter on the Rights and Welfare of the Child:** Mandates African states to ensure children's access to nutrition, education, and health services. This strengthens school feeding as a regional priority in line with continental development goals.
18. **Public Health Act (CAP 242):** Provides for the control of health risks and food safety. Enforcing hygiene in food handling and sanitation in schools is key to delivering safe meals.
19. **Food, Drugs and Chemical Substances Act (CAP 254):** Regulates food quality and supports mandatory fortification of staple foods like maize and wheat flour. This enhances the nutritional quality of school meals and prevents micronutrient deficiencies.
20. **National Pre-Primary Education Policy (2017):** Emphasizes early childhood development and school readiness, including nutrition as a component of quality ECDE services. Encourages counties to implement feeding programs in pre-primary centers.
21. **Murang'a County Agro-Ecology Policy and Act (2022–2032):** Promote climate-resilient farming and safe food production. These efforts improve local food availability, which is essential for sustainable home-grown school feeding programs.
22. **African Union Agenda 2063 and Malabo Declaration (2014):** Commit African governments to eliminate hunger and malnutrition by investing in school feeding and nutrition-sensitive agriculture.
23. **African Regional Nutrition Strategy (2016–2025):** Encourages school meals as an intervention to improve child nutrition, learning, and gender equity in education.

24. **School Meals Coalition (Kenya Membership):** Kenya is a signatory to this global initiative aimed at scaling up school feeding for every child by 2030. It strengthens political commitment and resource mobilization for school meals.
25. **Kenya National Social Protection Policy (2011):** Identifies school feeding as a key safety net for vulnerable populations. It supports its integration with social assistance and community resilience programs.
26. **National Education Sector Strategic Plan (2023–2027):** Prioritizes improved learning outcomes, especially in early grades. School feeding contributes by enhancing concentration, attendance, and retention.
27. **National Strategy for Food System Transformation (2024–2033):** Promotes sustainable food systems and nutrition-sensitive agriculture. School feeding is included as a measure to build resilience and address food insecurity among learners.
28. **Kenya National Water Policy (2021) and NAWASIP (2024):** Focus on expanding water access and sanitation infrastructure, critical for hygiene, cooking, and safe food preparation in school settings.
29. **Murang’a County Multisectoral Food and Nutrition Security Policy (2024):** Aims to strengthen interdepartmental collaboration to improve nutrition. Supports school feeding through coordinated planning and implementation between health, education, and agriculture sectors.
30. **Weights and Measures Act (CAP 513):** Ensures accurate weighing and fair trade in food markets—important for procurement of school food items.
31. **Dairy Industry Act (CAP 336):** Ensures milk quality and safety, which is relevant for school meal programs that provide milk to learners.
32. **Kenya Agriculture Sector Transformation and Growth Strategy (2019–2029):** Aims to increase food production and reduce malnutrition through inclusive value chains. Supports the long-term sustainability of food sources for school meals.

33. **Crops Act (2012) and Agriculture and Food Authority Act (CAP 314):** Regulate the production and trade of key crops, ensuring availability of safe, diverse foods for school programs.
34. **Investment Promotion Act (2014):** Encourages private sector involvement in food production, distribution, and education—opening pathways for public-private partnerships in school feeding.
35. **African Continental Free Trade Area (AfCFTA):** Promotes regional trade in food commodities. This can improve access to affordable, nutritious food for school meals in border and trade-rich counties.
36. **Biosafety Act (CAP 320):** Regulates GMO foods and ensures biosafety standards. Helps assure parents and communities of food safety in school feeding.

## CHAPTER 5: MONITORING AND EVALUATION

The Monitoring and Evaluation system is critical to ensure effective implementation of this Policy. The system facilitates the generation of information on the outlined policy strategies, inputs, activities, outputs, outcomes and impacts, as well as external factors, in order to track progress on the programme implementation. It also improves the co-ordination of delivery of development targets by strengthening performance management mechanisms at all levels.

Evaluation will be conducted to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability of the programme. It will also provide lessons learnt and recommendations for future improvements.

The monitoring and evaluation of the policy will be done within the context of the County Integrated Monitoring and Evaluation Systems (CIMES) and Murang'a County M&E Policy. Policy implementation will be measured under section 108 of the County Government Act 2012, Kenya Evaluation Guidelines, and National M&E norms and standards.

Monitoring and evaluation of this policy shall be aligned with the existing framework in the county's structure to ensure well-coordinated data collection, analysis, and reporting in all the sectors involved. The sectors involved shall have the responsibility of contributing towards the achievement of the education outcomes through the implementation of the Sectoral Strategic Plans (SSPs) and County Annual Development Plans (CADPs).

A school feeding programme M&E system shall be developed to track the strategies outlined in this Policy. Digitization of the system will ensure timely data collection and analysis and thus enhance programme transparency and accountability. Information generated from the system will facilitate timely decision making for improvement of the programme.

As part of the strategy to strengthen M&E system, institutional capacity building will be necessary to enhance effectiveness and efficiency of the programme. A participatory approach will be adopted to enhance joint planning and programme ownership.

## **5.1 Reporting, Monitoring, and Evaluation Framework**

### **5.1.1 Reporting Mechanism**

The department responsible for education will submit **quarterly reports** to the county assembly for oversight.

The department will develop an internal reporting structure to track the achievement of policy objectives. These reports will monitor achievements, challenges, and data validity while offering recommendations for improving policy performance.

Monitoring and evaluation (M&E) will align with the County Integrated Development Plan (CIDP) indicators and reporting timelines to ensure consistency. Mid-term and end-term evaluations will be used to assess efficiency, effectiveness, and impact for policy improvement.

### **5.1.2 Result Indicators**

Result indicators will be measurable data points that track progress, successes, and challenges in policy implementation. These indicators will align with constitutional guidelines, Vision 2030, Murang'a County CIDP (2023-2027), CADPs and the County Governments Act (2012). They will be integrated into the CIDP indicator handbook and used to measure intervention impact over time, using latest KDHS indicators.

### **5.1.3 Key Performance Indicators (KPIs)**

**Policy Objective 1:** Enhance access, retention, and learning outcomes

#### **1. Enrollment Rates:**

- % increase in ECDE enrollment (baseline vs. annual).
- Gender parity index in ECDE enrollment.

#### **2. Attendance & Retention:**

- Reduction in absenteeism rate progressively.
- % of learners retained in ECDE centers annually.

#### **3. Learning Outcomes:**

- Improvement in assessment reports for ECDE learners.

#### **4. Program Delivery:**

- % of schools receiving meals on schedule (target: 100%).
- Number of schools with upgraded feeding infrastructure (e.g., kitchens, storage).

### **Policy Objective 2: Enhance Nutrition and Health**

#### **1. Meal Quality:**

- % of meals meeting dietary diversity standards.

#### **2. Health Metrics:**

- Reduction in stunting/wasting rates among ECDE learners.
- % of schools conducting biannual deworming programs.

#### **3. Hygiene & Sanitation:**

- % of schools with access to clean water and sanitation facilities.
- Number of hygiene training sessions conducted for food handlers annually.

### **Policy Objective 3: Strengthen Coordination**

#### **1. Stakeholder Engagement:**

- Number of multi-sectoral coordination meetings held quarterly.
- % of stakeholders reporting satisfaction with collaboration.

#### **2. Monitoring & Compliance:**

- % of schools submitting timely reports on meal delivery.
- Number of M&E audits conducted annually.

#### **3. Capacity Building:**

- % of food handlers trained in food safety annually.

### **Policy Objective 4: Support smallholder producers**

#### **1. Local Sourcing:**

- % of food procured from local farmers.

## **2. Economic Impact:**

- Income growth rate for farmers linked to the program.

## **3. Partnerships:**

- Number of contracts signed with stakeholders.

### **5.1.4 Data Management for Decision-Making**

Data management will be pivotal in the M&E process especially when documenting the process and outcomes of implementing this policy. Data collection will use both primary and secondary sources:

- Secondary data from administrative records and county-approved reports.
- Primary data through structured surveys, interviews, and periodic reporting formats.

Quantitative data will be collected at set intervals, while qualitative data will be gathered as needed. Findings will be presented using charts and data visualization tools for better communication with decision-makers and stakeholders.

### **5.1.5 Communication, Learning, and Adaptation**

The county will apply Monitoring, Evaluation, Accountability, Reporting, and Learning (MEARL) to refine policy strategies and scale up successful interventions. Stakeholder meetings will be held to discuss progress and adapt to new challenges.

Findings will be shared through:

- a) Quarterly and Annual Reports to the County Assembly.
- b) Stakeholder workshops and community forums.
- c) Press releases and county website publications.
- d) Presentations of budget to other relevant bodies.

These channels will ensure transparency, accountability, and continuous improvement in policy implementation.

## **5.2 Policy Review**

The policy shall be reviewed after a period of ten years (10). However, there shall be an evaluation after five (5) years of implementation or as and when it shall be deemed necessary by the County Executive Committee Member with an aim to enhance efficient delivery of school feeding services to the learners.

## **5.3 Commencement Date**

This Policy comes into operation on the date that it is approved, and it shall remain in force subject to be reviewed after every ten (10) years or as need arises in order to address emerging trends and issues.

## **CONCLUSION**

Improving the school feeding programme is an imperative for human development and economic growth. This is so because of the returns that are derived from good nutrition for school children both in their immediate and longer-term capabilities. Besides relieving short-term hunger and contributing to improved health of school learners and their access to education. In the long term, it has the potential to contribute positively to strengthening the human development capacity of the nation by improving the education level of the population, increasing their chances of attaining rewarding employment and significantly reducing socio-economic inequalities.

This policy intends to improve the Murang'a County School Feeding Programme and maximize the benefits of school feeding. These benefits range from; Enhanced school participation, Enhanced health and nutrition, Support to smallholder producers and Strengthened coordination and networking.

## **EFFECTIVE DATE**

This policy comes into effect this day of ..... of ..... 20.....

## REFERENCES

1. Mid-Term Progress Report of the Kenya National Education Sector Strategic Plan, 2018-2022
2. Kenya Demographic and Health Survey, 2014.
3. Kenya School Health Policy, 2018.
4. MoE Statistical Booklet, 2020.
5. Social and Economic Effects of Child Under-nutrition Kenya Country Report, 2019.
6. The Kenya National Micronutrient Survey, 2011.
7. Kaori, K. (2018). *The National School Meal Program in Brazil: A Literature Review*. Department of Welfare and Nutrition, Faculty of Health Welfare, Kansai University of Welfare Sciences doi:10.5264/eiyogakuzashi.76
8. Goldsmith, P., Andrade, J., Cornelius, M., Asigbee, M., Atim, P. and Tamimie, C. (2019). *National School Lunch Nutrition and Cost Profile: A Case Study of the Ghana School Feeding Programme*.
9. Karogo et al. (2016). *Monitoring Learning Achievement at Class 3 in Literacy and Numeracy in Kenya*. National Assessment Centre. KNEC
10. MoE. 2019. Basic Education Statistical Booklet.
11. World Food Programme (WFP). 2020. *State of School Feeding Worldwide 2020. United Nations World Food Programme*. <https://www.wfp.org/publications/state-school-feeding-worldwide-2020>.<https://au.int/happening/events/71>.
12. Free Primary Education Database
13. The Constitution of Kenya

## List of Contributors