



REPUBLIC OF KENYA
COUNTY GOVERNMENT OF NYANDARUA
DEPARTMENT OF EDUCATION, TECHNICAL TRAINING,
CULTURE, GENDER AND SOCIAL PROTECTION

NYANDARUA COUNTY PRE-PRIMARY SCHOOL FEEDING POLICY

2026



FOREWORD

Every day, millions of children around the world attend school on an empty stomach which severely undermines their concentration and ability to learn. Ensuring that children are well-fed, healthy, and able to learn is therefore critical to the effectiveness of any education system. Education is a basic human right, as enshrined in Article 26 of the Universal Declaration of Human Rights, and in Kenya, the Constitution of 2010 further guarantees every child the right to quality education, health, and nutrition. County Governments, as custodians of this constitutional mandate, have a solemn duty to create an enabling environment that supports holistic early childhood development. In this regard, school feeding stands out as one of the most transformative interventions, ensuring that no child is denied the opportunity to learn, thrive, and reach their full potential because of hunger.

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 among others. 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.

The development of this policy provides a structured framework to ensure the sustainable, equitable, and effective implementation of school feeding programs within the County. It integrates key components of the nurturing care framework for early childhood development and aligns with national development priorities as well as global commitments, including the Sustainable Development Goals (SDGs). The Policy has been developed by the Department of Education with contributions from other relevant line

departments, Non-Governmental Organizations (NGOs), and stakeholders. It considers sectoral policy recommendations from education, health, social protection, and agriculture, recognizing the cross-cutting interests that converge around school feeding.

Above all, this policy emphasizes inter-sectoral coordination, multi-sectoral planning, stable funding mechanisms, and robust monitoring and evaluation to create synergy in the delivery of school feeding programs across the County. Through a multi-sectoral approach, County Government is committed to working closely with all partners to ensure the full implementation of this policy. Ultimately, the County aims to establish a sustainable school feeding program targeting learners across education institutions, ensuring that no child is left behind. It is my sincere expectation that all stakeholders in education will rally behind this policy and support the County Government in realizing its vision of improved nutrition, learning outcomes, and holistic child development.

H.E. Dr. Moses Kiarie Badilisha
Governor, Nyandarua County Government.

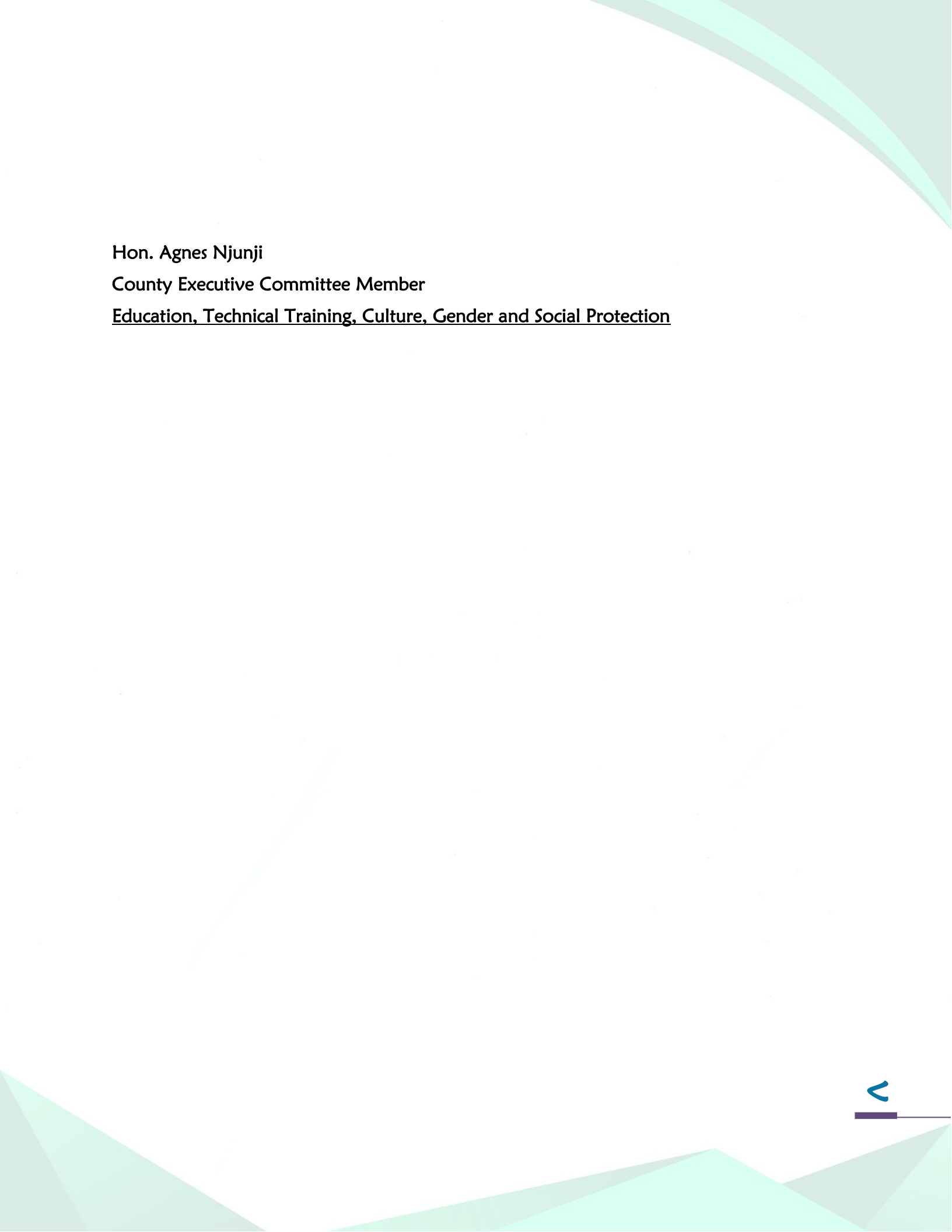
PREFACE

The Department of Education, in collaboration with the Departments of Health, Agriculture, Water and Sanitation, together with education partners and stakeholders, has developed the Policy through a broad-based participatory process. This process identified key thematic areas central to the provision of pre-primary school feeding in the County, including access, equity, and inclusion; food safety and quality in learning institutions; nutrition and health among ECDE children; sourcing of food commodities; partnerships and collaboration; and governance and management of school meals.

This Policy is a progressive and living document, designed to be reviewed and improved as new needs emerge. It articulates the County's objectives in pre-primary school feeding, health, and nutrition, while clearly outlining the roles and responsibilities of all partners. Developed in alignment with Kenya's Vision 2030 and the Constitution of Kenya, the policy provides a clear framework to guide the implementation of school meals initiatives in basic learning institutions. It draws on relevant laws, policies, and strategies relating to education, health, nutrition, and agriculture, while promoting farmer participation and community empowerment.

By establishing a structured framework for the pre-primary School Feeding Programme (SFP), the policy seeks to enhance key education outcomes such as enrolment, retention, and transition in pre-primary centers, while simultaneously improving food and nutrition security, health, sanitation, and hygiene practices. It further aims to support universal access to education, strengthen nutrition outcomes for learners and their households, and provide structured market opportunities for local farmers. Through multi-sectoral integration of education, health, social protection, and agriculture, the policy reinforces county and national efforts to tackle hunger, poverty, and inclusive development.

I call upon all stakeholders and development partners to adopt and support this policy as the foundation for all school feeding and nutrition interventions, so that together we can deliver the expected multi-dimensional outcomes and build a resilient, sustainable pre - primary school feeding programme in the County.



Hon. Agnes Njunji

County Executive Committee Member

Education, Technical Training, Culture, Gender and Social Protection

ACKNOWLEDGEMENTS

The Policy was developed through the Department of Education and would like to acknowledge the contribution, commitment and support from other stakeholders who made important contributions to the development of this policy.

The Policy was developed through a consultative process involving a wide range of stakeholders. We extend our sincere gratitude to the County Government under the leadership of the Governor, H.E. Dr. Moses Kiarie Badilisha, and the Deputy Governor, H.E. Mathara Mwangi, for their visionary support and commitment. Their leadership has been instrumental in fostering a collaborative approach across all sectors to address the County's unique challenges.

Special recognition is accorded to the County Executive Committee Member (CECM) for Education, Hon. Agnes Njunji, for her strategic guidance, and to the Chief Officer, Dr. Pachomius Wambugu, for providing technical leadership and oversight throughout the policy development process.

The Department further acknowledges the Director of Education, Samson Njiiri, together with the entire technical team within the Directorate of Education, for their dedication, technical input, and coordination in the development and refinement of this Policy. Their commitment ensured that the Policy is evidence-based, inclusive, and aligned with both county and national priorities.

We also recognize the contributions of officers from collaborating departments, including Health, Agriculture, Water and Sanitation, Social Protection, and Economic Planning, whose multi-sectoral input enriched the Policy framework.

I wish to acknowledge both technical and financial support provided by Food for Education (F4E) and other stakeholders who participated in the development of this policy. I also recognize the valuable inputs and contributions of the members of the Technical Working Group and in particular, Edgar Okoth Onyango for his invaluable technical support to the drafting team and finalization of this policy.

Dr. Pachomius Wambugu
Chief Officer
Education & Vocational Training.

EXECUTIVE SUMMARY

The Policy provides a structured framework for ensuring that every pre-primary learner in Nyandarua has access to safe, nutritious, and regular meals. The Policy recognizes school feeding as a key social protection and human capital investment that enhances child nutrition, health, and learning outcomes while supporting local agricultural development.

Anchored in the Constitution of Kenya (2010), and aligned with Kenya Vision 2030, the National School Meals and Nutrition Strategy (2017–2022), and the Sustainable Development Goals (SDGs), the Policy promotes a coordinated, multi-sectoral approach that integrates education, health, agriculture, and social protection sectors. It seeks to address challenges such as malnutrition, hunger-related absenteeism, limited coverage, and fragmented programme implementation.

The Policy's goal is to institutionalize a sustainable, inclusive, and well-coordinated school feeding programme that improves learner well-being and educational achievement. Its specific aims are to:

- Guarantee equitable and sustained access to nutritious meals for all pre-primary learners.
- Improve enrolment, retention, and learning outcomes.
- Promote good nutrition, health, and hygiene practices in schools.
- Strengthen inter-sectoral coordination and accountability.
- Support local agricultural production through home-grown sourcing; and
- Establish predictable and diversified financing mechanisms for programme sustainability.

Implementation of the Policy will be guided by principles of equity, inclusivity, transparency, sustainability, and community ownership. A multi-tier governance structure, comprising a County School Feeding Steering Committee, Technical Working Groups, and school-level committees, will coordinate planning, resource mobilization, and oversight.

Financing will be anchored on the Nyandarua County School Meals Fund, established under the Public Finance Management Act (2012), drawing resources from county

allocations, conditional national grants, partner contributions, and innovative mechanisms such as climate and social impact financing.

The Policy emphasizes home-grown school feeding, linking local farmers and cooperatives to school meal supply chains to stimulate rural livelihoods and strengthen local food systems. It also establishes a comprehensive monitoring, evaluation, accountability, and learning (MEAL) framework to track progress and ensure continuous improvement.

Upon approval by the County Executive and Assembly, the Policy will be gazetted and implemented through a Pre-Primary School Feeding Bill, ensuring alignment with the County Integrated Development Plan (CIDP 2023–2027). Through this Policy, Nyandarua County reaffirms its commitment to advancing child nutrition, education, and inclusive development—ensuring that no learner is left behind due to hunger.

Table of Contents

FOREWORD	ii
PREFACE	iv
ACKNOWLEDGEMENTS	vi
EXECUTIVE SUMMARY.....	viii
LIST OF FIGURES.....	xiii
LIST OF TABLES.....	xiv
DEFINITION OF TERMS	xvii
CHAPTER ONE: INTRODUCTION	1
1.1 Background.....	1
1.1.1 Location and Size	1
1.1.2 Socio-economic Activities.....	1
1.2 School Feeding Program	3
1.2.1 Global Context	3
1.2.2 National Context	4
1.2.3 County Context	4
1.3 Key Strategic Priorities of School Feeding Programme	5
1.4 Rationale of School Feeding Programme	6
1.5 Justification of the Policy	7
1.6 The Problem.....	8
1.7 Policy goals and objectives	9
1.7.1 Vision	9
1.7.2 Mission	9
1.7.3 Goal	9
1.7.4 Objectives.....	9
1.8 Policy Scope	11
CHAPTER TWO: SITUATION ANALYSIS	12
2.1 National and County trends	12
2.1.1 Early Childhood Development and Education	12
2.1.2 Malnutrition and Health challenges	13
2.1.3 Social Protection.....	15
2.1.4 Agri-food system, and economic challenges	16
2.2 Key Policy gaps	17



2.3	SWOT Analysis.....	18
CHAPTER THREE: POLICY FRAMEWORK, STATEMENTS AND STRATEGIES.....		20
3.1	General Policy Statement.....	20
3.2	Guiding Principles and Values	20
Policy strategies		21
3.3	Access, Equity and Inclusion.....	21
3.4	Food Safety and Quality.....	22
3.5	Procurement and Sourcing of Food Commodities	22
3.6	Partnerships, Collaborations and Linkages.....	23
3.7	Governance and Management.....	24
CHAPTER 4: IMPLEMENTATION AND INSTITUTIONAL FRAMEWORK.....		25
4.1	Resource Mobilization.....	25
4.1.1	Financing of the School Feeding Programme.....	26
4.2	Advocacy, Communication and Social Mobilization	28
4.3	School feeding programme coordination structure.....	29
4.3.1	County School Feeding Programme Steering Committee.....	31
4.3.2	Multi-Sectoral Platform for Nutrition Technical Forum Committee	32
4.3.3	County School Feeding Programme Thematic Working Group (TWG).....	34
4.3.4	Sub County School Feeding Programme Thematic Working Group (TWG)	36
4.3.5	Ward School Feeding Programme Thematic Working Group	37
4.3.6	School Feeding Programme Implementation Technical Working Group.....	37
4.3.7	Roles and Responsibilities	38
4.4	Legal and Policy Framework.....	42
A.	National Legislative and Policy Anchors	42
B.	Global and Continental Legislative and Policy Anchors.....	44
C.	County-Specific Policy Instruments	45
CHAPTER 5: MONITORING AND EVALUATION.....		47
5.1	Reporting, Monitoring, and Evaluation Framework.....	48
5.1.1	Reporting Mechanism	48
5.1.2	Result Indicators	48
5.1.3	Key Performance Indicators (KPIs)	48
5.1.4	Data Management for Decision-Making.....	50
5.1.5	Communication, Learning, and Adaptation	50
5.2	Policy Review.....	51

5.3 Commencement Date.....	51
REFERENCES	52

LIST OF FIGURES

Figure 1: Map of Nyandarua County showing constituencies. 1

Figure 2: School feeding programme coordination structure 30

LIST OF TABLES

Table 1:County demographic and population summary.	2
Table 2: Population Distribution by Sub-County (2024).....	2
Table 3:Population Distribution by Age Cohorts (2024).....	3
Table 4:Distribution of the Public Pre-Primary Centres.	12
Table 5:Distribution of the teachers	13
Table 6:Distribution of diseases by sub-county	14
Table 7:Summary of production volumes for selected major crops for the years 2023 and 2024.....	16
Table 8:County SWOT analysis	18
Table 9:Membership.....	33
Table 10:Stakeholders roles and responsibilities.	38

LIST OF ABBREVIATIONS

Abbreviation	Full Meaning
AfCFTA	African Continental Free Trade Area
AU	African Union
CADPs	County Annual Development Plans
CECM	County Executive Committee Member
CHPs	Community Health Promoters
CIDP	County Integrated Development Plan
CNAP	County Nutrition Action Plan
CSOs	Civil Society Organizations
DoE	Department of Education
ECD	Early Childhood Development
HGSF	Home-Grown School Feeding
KDHS	Kenya Demographic and Health Survey
KHIS	Kenya Health Information System
KNAP	Kenya Nutrition Action Plan
KNBS	Kenya National Bureau of Statistics
KPIs	Key Performance Indicators
MEARL	Monitoring, Evaluation, Accountability, Reporting and Learning
M&E	Monitoring and Evaluation
MoE	Ministry of Education



Abbreviation	Full Meaning
MSMEs	Micro, Small and Medium Enterprises
MSP–NTFC	Multi-Sectoral Platform – Nutrition Technical Forum Committee
NCDs	Non-Communicable Diseases
NCPB	National Cereals and Produce Board
NAWASIP	National Water and Sanitation Investment Plan
PWDs	Persons with Disabilities
PTA	Parent-Teacher Association
SAGAs	Semi-Autonomous Government Agencies
SDG / SDGs / SDG2	Sustainable Development Goal(s) / Goal 2 (Zero Hunger)
SCOs	Sub-County Officers
SFP	School Feeding Programme
SSPs	Sectoral Strategic Plans
TWG	Technical Working Group
UNICEF	United Nations Children’s Fund
URTI / URTIs	Upper Respiratory Tract Infection(s)
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organization

DEFINITION OF TERMS

Term	Definition
Accountability	The obligation of individuals or organizations to report, explain, and take responsibility for the outcomes of assigned duties within the school feeding programme.
Agri-Food System	The full range of activities involved in the production, processing, distribution, consumption, and disposal of food, including the people and resources that make these processes possible.
Baseline Data	Initial information collected before programme implementation to provide a point of reference for future comparison and impact assessment.
Community Participation	The active involvement of local communities, parents, and stakeholders in planning, implementing, and monitoring the school feeding programme.
County Government	The devolved government of Nyandarua County established under Article 176 of the Constitution of Kenya (2010).
Cross-Sectoral Linkages	Collaboration among different sectors such as education, health, agriculture, and social protection to achieve shared goals of nutrition and learning.
Devolution	The transfer of power and responsibility from the national government to county governments as outlined in the Constitution of Kenya (2010).
Early Childhood Development Education (ECDE)	The level of education that provides care and foundational learning to children aged 3–5 years, as defined by the Basic Education Act (2013).

Term	Definition
Equity and Inclusion	Ensuring that all learners, regardless of gender, disability, or socio-economic background, have equal access to school feeding services.
Food Safety	All conditions and practices that preserve the quality of food to prevent contamination and foodborne illnesses from production to consumption.
Home-Grown School Feeding (HGSF)	A model that links school feeding with local agricultural production by sourcing food directly from local farmers and suppliers.
Malnutrition	A condition resulting from inadequate, excessive, or imbalanced intake of nutrients, leading to undernutrition or overnutrition.
Monitoring and Evaluation (M&E)	A continuous process of data collection, analysis, and reporting used to assess the effectiveness, efficiency, and impact of the programme.
Multi-Sectoral Approach	A coordinated framework that brings together multiple departments, agencies, and partners to jointly plan and implement the school feeding programme.
Nutrition Security	A situation where all people have access to adequate, safe, and nutritious food for a healthy and active life at all times.
Pre-Primary Centre	A learning institution that provides early childhood education services to children prior to joining primary school.
School Feeding Programme (SFP)	An organized initiative that provides safe and nutritious meals to learners within school settings to improve enrolment, attendance, retention, and learning outcomes.

Term	Definition
Social Protection	Policies and programmes designed to reduce poverty and vulnerability by promoting efficient labour markets, diminishing people's exposure to risks, and enhancing their capacity to protect themselves against loss of income.
Stakeholders	Individuals, groups, or institutions with an interest or role in the design, implementation, and monitoring of the school feeding programme.
Sustainability	The capacity of the programme to be maintained over time through adequate funding, institutional frameworks, and community ownership.
Vulnerability	The degree to which individuals or households are likely to be adversely affected by shocks such as food insecurity, poverty, or illness.
Water, Sanitation and Hygiene (WASH)	Collective actions that ensure access to safe water, improved sanitation, and hygiene facilities to support health and nutrition outcomes.

CHAPTER ONE: INTRODUCTION

1.1 Background

1.1.1 Location and Size

Nyandarua County is one of Kenya's 47 counties, located in Central Kenya. It covers an area of 3,245.1 km², part of which lies within the Aberdare Ranges. The County is situated in central Kenya between latitudes 0°8' North and 0°50' South, and longitudes 35°13' East and 36°42' West. Its headquarters are in Ol'Kalou, approximately 150 km northwest of Nairobi. Administratively, the County is divided into five sub-counties—Ol'Kalou, Kinangop, Kipipiri, Ndaragwa, and Ol'Joro Orok—further subdivided into 25 wards. Kinangop is the largest sub-county with eight wards; Ol'Kalou has five, while Kipipiri, Ol'Joro Orok, and Ndaragwa each have four. The County's municipalities include Ol'Kalou, Engineer, and Mairo Inya.

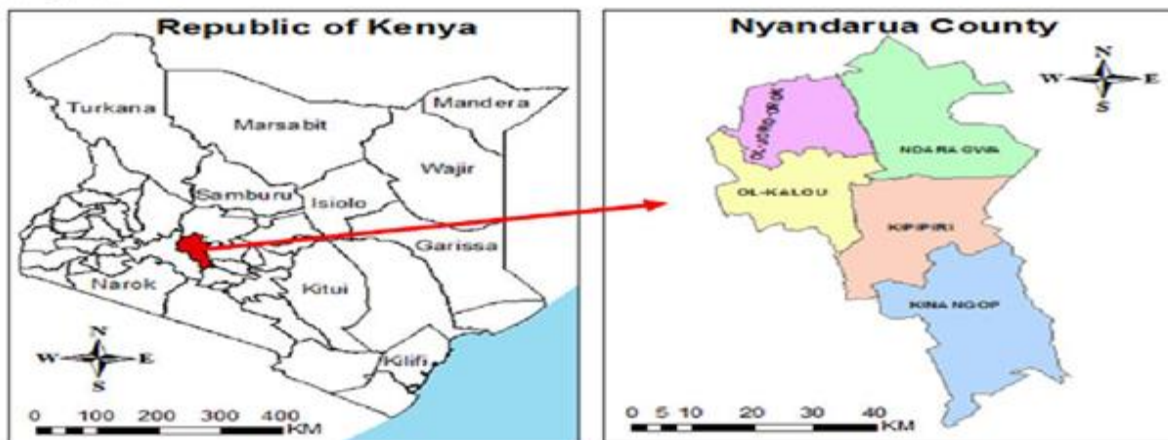


FIGURE 1: MAP OF NYANDARUA COUNTY SHOWING CONSTITUENCIES.

1.1.2 Socio-economic Activities

Agriculture is the backbone of the County's economy, supported by its favorable climate and fertile soils. The main agricultural products include Irish potatoes, vegetables, cereals, and livestock. Nyandarua is Kenya's leading producer of Irish potatoes, contributing over a third of the national output, and ranks second in milk production. This strong agricultural base position the County as a key food basket and a strategic player in national food security.

1.1.3 Population Distribution

The County's population is predominantly Kikuyu, with most residents having migrated from Kiambu, Murang'a, and Nyeri during and after the colonial period. Other significant communities include but not limited to the Turkana, Gusii, Luo, and Luhya, who settled in the county through intermarriage, trade, and employment. The population is evenly distributed across the five sub-counties, with agriculture as the main economic activity.

TABLE 1: COUNTY DEMOGRAPHIC AND POPULATION SUMMARY.

Category	Description / Data
Total Population (2024)	737,600
Male Population	365,900
Female Population	371,700
Total Households	195,000
Average Household Size	3.8 persons
Population Density Range	176 – 250 persons per km ²

Source: Nyandarua County Statistical Abstract (2025)

TABLE 2: POPULATION DISTRIBUTION BY SUB-COUNTY (2024).

Sub-County	Estimated Population
Kinangop	206,000
Kipipiri	119,000
Ol'Kalou	153,000
Ol'Joro Orok	152,000
Ndaragwa	107,000
Total	737,600

Source: Nyandarua County Statistical Abstract (2025)

TABLE 3: POPULATION DISTRIBUTION BY AGE COHORTS (2024).

Age Group (Years)	Percentage of Total Population
0 – 4	11%
5 – 14	25%
15 – 34	28%
35 – 64	27%
65 and above	9%

Source: Nyandarua County Statistical Abstract (2025)

1.2 School Feeding Program

1.2.1 Global Context

Globally, school feeding programmes are recognized as effective social safety nets, reaching 388 million children across 161 countries by 2020 (WFP, 2020). These programmes enhance school enrolment, reduce absenteeism, and support children's cognitive development. Evidence shows that every dollar invested in school feeding yields an estimated return of over nine dollars in lifetime productivity and social gains (Taylor et al., 2019).

The African Union's declaration of March 1st as African School Feeding Day in 2016 reaffirmed the importance of school feeding in advancing inclusive development, education, health, gender equality, and social protection. Home-Grown School Feeding (HGSF) models have since gained prominence for linking local agricultural production with school meal demand, thereby strengthening rural economies and enhancing national food systems (AU, 2021). In line with the AU's 2017 theme, Harnessing the Demographic Dividend through Investments in Youth, the Union continues to support member states in designing and scaling national school feeding programmes that improve learner wellbeing while driving economic empowerment, youth employment, and community resilience (AU, 2021).

1.2.2 National Context

Kenya's school meals programme was launched in 1966 under the National School Feeding Council, initially targeting learners in the former Central Province and parts of Nairobi (Nzoka, 2018). It was a response to widespread child malnutrition revealed by the Country Child Nutrition Surveys (1964–1968), which showed that 50–70% of school-going children were undernourished (UNICEF, 1998). In 1979, amid recurrent droughts and food insecurity, President Daniel arap Moi introduced the Nyayo Milk Programme to boost enrolment and attendance in public pre-primary and primary schools. The initiative was widely regarded as successful in improving school participation (MoE, 2021). Over the decades, Kenya's school meals programme has evolved through strong government leadership, international collaboration, and partner support, becoming a cornerstone of education and nutrition Policy (World Bank, 2020).

School feeding programme has gained traction in the devolved units underscoring the importance of the programme. Key among them: Nakuru, Embu, Kiambu, Murang'a, Nairobi and Mombasa. Key outcomes noted in the counties include, but not limited to increased enrolment, attendance, retention rates, and reduced morbidity.

1.2.3 County Context

Pre-primary school feeding programme began in 2018 when the County Government launched the Milk Programme. The programme ran for five years benefiting over 21,000 learners annually in public pre-primary centres, providing milk twice weekly to improve nutrition, concentration, and retention.

The school feeding initiatives have largely been supported by development partners and the private sector. While these efforts have improved access to nutritious meals, challenges in coverage and sustainability persist, underscoring the need for a comprehensive policy framework.

This Policy builds on these foundations by institutionalizing school feeding as a coordinated, multi-sectoral intervention. It aligns with the Kenya National School Meals and Nutrition Strategy (2017–2022), the Constitution of Kenya (2010), and global

commitments such as the Sustainable Development Goals (SDG2), ensuring that no child in Nyandarua is denied the right to education and nutrition due to hunger.

1.3 Key Strategic Priorities of School Feeding Programme

School feeding is widely acknowledged as a transformative, multi-sectoral intervention with demonstrable returns on investment across education, health and nutrition, social protection, agriculture, and economic development. Evaluations globally and nationally affirm that well-designed school feeding programmes function not merely as welfare initiatives but as strategic platforms for advancing human capital development, promoting inclusive growth, and building national resilience (World Bank, 2020; WFP, 2020).

1.3.1 Education Sector Impact

School feeding contributes significantly to improved enrolment, attendance, participation, retention, and learning outcomes in basic education. By addressing short-term hunger and enhancing learners' concentration, the programme directly promotes regular attendance and better academic performance, particularly among children from vulnerable and low-income households. It also helps reduce educational disparities in food-insecure and underserved regions, thereby supporting national efforts to achieve universal basic education and equitable learning outcomes.

1.3.2 Health and Nutritional Outcomes

The provision of safe, diverse, and nutritionally balanced meals in schools is a proven intervention for mitigating micronutrient deficiencies, including iron, vitamin A, iodine, and zinc which are strongly correlated with stunting, impaired cognitive development, and diminished school performance. By targeting school-age children during critical growth and learning years, the programme contributes to improved child health, strengthens immunity, and complements other school-based health services such as deworming and nutrition education.

1.3.3 Social Protection and Equity

School feeding programme serves as a targeted social protection mechanism that provides direct economic relief to vulnerable households by offsetting daily meal costs and reducing

reliance on negative coping strategies such as child labour and school dropout. In times of crisis (such as droughts, displacement, or pandemics) the programme can be rapidly scaled up as a stabilizing intervention to safeguard children's welfare, nutrition, and continuity in learning. It further reinforces national commitments to inclusive and equitable development by prioritizing marginalized and food-insecure populations, ensuring that no child is left behind in accessing education and nutrition.

1.3.4 Agricultural Linkages and Food Systems Transformation

Home-Grown School Feeding (HGSF) models are strategically aligned with Kenya's goals for agricultural transformation and local economic development. By prioritizing procurement of the food items from local farmers, the programme strengthens linkages between school meal demand and local food production, thereby enhancing market access, promoting agricultural diversification, and improving rural livelihoods. This demand-driven approach also supports food systems resilience and contributes to improved household dietary diversity and nutrition security.

1.3.5 Economic Development and Employment Creation

School feeding is a catalytic investment with broad economic multipliers. The programme generates employment across the food value chain (including in aggregation, logistics, processing, and meal preparation) while fostering local enterprise development, particularly among women and youth. Global estimates show that school feeding can generate up to 1,668 jobs per 100,000 children reached (WFP, 2020), making it a strategic instrument for inclusive economic growth, poverty reduction, and sustainable development.

1.4 Rationale of School Feeding Programme

The School Feeding Programme (SFP) is a strategic intervention for addressing the persistent challenges of malnutrition, poor school attendance, and household vulnerability in the County. The County faces stark geographic and socio-economic disparities, while the highlands are agriculturally productive, the lowlands frequently experience food insecurity due to semi-arid conditions. These disparities directly undermine children's

nutritional status, school attendance, and learning outcomes, particularly in public pre-primary and primary institutions. Providing regular, nutritious meals through the SFP not only alleviates short-term hunger and improves concentration but also enhances enrolment, retention, and academic performance.

Beyond its educational benefits, the programme functions as a critical social protection mechanism for food-insecure households by reducing the financial burden of daily meals and mitigating negative coping strategies such as child labour and absenteeism. In times of crisis, including droughts and economic shocks, school meals provide a stabilizing and protective intervention that safeguards children's welfare and ensures continuity in learning.

Currently, only a small proportion of pre-primary learners benefit from fragmented, community or partner-supported feeding initiatives, revealing the need for a comprehensive, institutionalized county framework. Investing in school feeding is especially justified given the high prevalence of stunting, micronutrient deficiencies, and irregular meal patterns among Nyandarua's young children, which impede their cognitive development and long-term human capital formation.

The SFP is fully aligned with the Nyandarua County Integrated Development Plan (CIDP 2023–2027), Kenya Vision 2030, and national frameworks such as the Kenya School Health Policy (2018) and the National School Meals and Nutrition Strategy (2017–2022). By integrating local food sourcing, it promotes agricultural linkages, strengthens rural livelihoods, and stimulates the local economy. Anchoring school feeding within a coordinated, multi-sectoral system (spanning education, health, agriculture, and social protection) ensures equitable access to nutrition, supports inclusive development, and lays the foundation for a healthier, more productive generation in the County.

1.5 Justification of the Policy

The Policy represents a strategic response to persistent challenges of child malnutrition, hunger-induced absenteeism, and low learner retention in public education institutions, particularly within vulnerable communities. Despite previous interventions there lacks a

robust Policy and legal framework for school feeding and significant gaps remain in guaranteeing every child's right to safe, nutritious, and adequate meals that enhance both health and learning outcomes.

This Policy institutionalizes and scales up school feeding through a harmonized, multi-sectoral framework that promotes coordination across the education, health, agriculture, and social protection sectors. It embeds school feeding within county governance systems to ensure equity, transparency, and accountability in programme delivery. By fostering community participation and strengthening partnerships with development actors and the private sector, the Policy reinforces collective responsibility for child welfare and educational advancement.

Anchored in a rights-based and human capital development approach, the Policy is justified as a transformative instrument for reducing inequality, enhancing social protection, and fostering inclusive growth. It establishes a sustainable mechanism for delivering nutrition-sensitive education interventions that align with the Nyandarua County Integrated Development Plan (CIDP 2023–2027), Kenya Vision 2030, and global commitments such as the Sustainable Development Goals (SDGs).

From an agricultural and economic standpoint, the Policy stimulates local value chains by prioritizing home-grown food sourcing. This approach provides a stable market for local farmers and cooperatives, enhances agricultural diversification, reduces post-harvest losses, and strengthens rural livelihoods. By integrating nutrition and local economic development, the Policy creates a cycle of production and consumption that advances food security, educational outcomes, and community resilience across the county.

1.6 The Problem

Despite interventions such as the pre- primary milk programme and contributions from parents, development partners, and the private sector, the County still faces persistent gaps in providing consistent, equitable, and nutritionally adequate meals to all pre-primary learners. Children, particularly in rural and marginalized areas, go to school hungry due to household food insecurity, poverty, and seasonal fluctuations in agricultural production.

This hunger directly undermines children's ability to concentrate, learn, and stay in school, contributing to low enrolment, absenteeism, and high dropout rates, especially in vulnerable households.

These challenges are compounded by structural gaps, including the absence of a harmonized policy framework, reliance on ad hoc funding mechanisms, inadequate infrastructure for safe food storage and preparation, and limited inter-sectoral coordination. While some schools benefit from parent-led feeding initiatives, others remain excluded, deepening inequities in education outcomes. Without a sustainable, inclusive, and countywide school feeding policy, Nyandarua risks perpetuating cycles of malnutrition, poor educational performance, and intergenerational poverty, ultimately undermining the county's human capital development.

1.7 Policy goals and objectives

1.7.1 Vision

A healthy, well-nourished, and empowered learner population contributing to an educated, productive, and prosperous County.

1.7.2 Mission

To promote and coordinate sustainable, nutritious, and inclusive school feeding and nutrition interventions that enhance the health, learning, and well-being of pre-primary learners through multi-sectoral collaboration and community participation.

1.7.3 Goal

To enhance the nutritional status, health, and educational performance of pre-primary learners through equitable access to safe, nutritious, and diverse meals.

1.7.4 Objectives

The overall objective of the Policy is to ensure that all learners in the County's pre-primary learning centers have access to safe, nutritious, and culturally appropriate meals that enhance their health, learning, and overall development. Specifically, the Policy seeks to.

i. Improve Access to Nutritious Meals

Ensure pre-primary learners in the County have equitable and sustained access to safe, nutritious school meals.

ii. Enhance Learner Retention and Learning Outcomes

Reduce absenteeism among pre-primary learners and improve enrolment and learning outcomes through consistent meal provision.

iii. Promote Nutrition, Health, and Well-being

Provide nutritious, diverse meals that meet national dietary standards and integrate nutrition education across the County.

iv. Strengthen Multi-sectoral Collaboration

Establish and fully operationalize a coordination framework to ensure integrated delivery and sustain active multi-sectoral collaboration.

v. Build Sustainable and Locally Owned Food Systems

Prioritize sourcing of school feeding food items from local farmers and cooperatives to strengthen local economies and enhance community resilience.

vi. Ensure Equity and Inclusion

Achieve inclusion of learners from vulnerable, food-insecure, and marginalized households, ensuring no child is excluded from the programme due to socio-economic barriers.

vii. Establish a Sustainable Financing Framework

Develop and operationalize a diversified, sustainable financing model that combines county, national, donor, and community contributions to guarantee programme continuity.

viii. Enhance Accountability and Evidence-Based Learning

Establish and implement a robust monitoring, evaluation, reporting and learning mechanism and conduct reviews to guide continuous improvement.

1.8 Policy Scope

This Policy applies to all actors implementing school feeding programmes in pre-primary centers in the County. It guides the design, implementation, coordination, monitoring, reporting and accountability of school feeding programmes.

Implementation shall be undertaken in collaboration with the National Government, the Ministry of Education, and other state and non-state partners, in accordance with Articles 6(2), 43(1)(c), and 53(1)(c) of the Constitution of Kenya (2010). The Policy establishes a coherent, multisectoral, and sustainable approach to improving learner nutrition, education equity, and community resilience across the County.

1.9 Structure of the Policy

This Policy is structured as follows: The introductory section presents an overview of the County's pre-primary school feeding landscape and its alignment with global, national, and county commitments. It then defines the Policy's goals, guiding principles, and scope, followed by a situational analysis of school feeding and nutrition within the county. The institutional and governance framework outlines coordination mechanisms among key stakeholders, while the financing section details funding modalities and the respective roles of government, the private sector, and development partners in implementation. Finally, the Policy includes a monitoring and evaluation framework to ensure accountability, transparency, and effective tracking of progress toward its implementation.

CHAPTER TWO: SITUATION ANALYSIS

2.1 National and County trends

2.1.1 Early Childhood Development and Education

Every child has the right to education which should be directed to the development of the child's personality, talents, mental and physical abilities to their fullest potential. Good nutrition is essential in realizing the learning potential of children and maximizing returns on educational investments. Good nutrition promotes optimal brain development, hence high IQ. Poor child nutrition is associated with poor school enrolment, high absenteeism and high school dropouts. Nutrition education in schools is known to foster healthy eating habits in children themselves and in their families.

The Constitution of Kenya (2010) under Forth Schedule devolved the following education functions: Pre-primary education, village polytechnics, homecraft centres, and childcare facilities.

The County has 502 Public Pre-Primary centres and 135 Private centres. The enrolment stands at 24,696 for Public Pre- primary centres comprising of 12,511 boys and 12,185 girls and 11,029 for Private centres comprising of 5,645 boys and 5,384 girls (Nyandarua County Statistical Abstract, 2025).

TABLE 4: DISTRIBUTION OF THE PUBLIC PRE-PRIMARY CENTRES.

S/NO	SUB COUNTY	NO OF PRE-PRIMARY CENTRES
1	KINANGOP	126
2	KIPIPIRI	102
3	OL KALOU	107
4	OL JORO OROK	68
5	NDARAGWA	99
TOTAL		502

According to the Nyandarua County Department of Education Staff Returns (2025), there are 938 public pre-primary teachers (777 employed by the County Government and 161 employed by School Management Committees) representing an overall teacher-to-pupil ratio of 1:30. The distribution of teachers is presented in the table below.

TABLE 5: DISTRIBUTION OF THE TEACHERS

S/NO	SUB COUNTY	COUNTY EMPLOYED	SCHOOL MANAGEMENT COMMITTEES	TOTAL
1	KINANGOP	220	43	263
2	KIPIPIRI	161	31	192
3	OL KALOU	161	44	205
4	OL JORO OROK	99	23	122
5	NDARAGWA	136	20	156
TOTAL		777	161	938

While the County Government, parents, and partners have made commendable efforts to provide nutritious meals, significant gaps persist, necessitating a comprehensive Policy framework. The Policy builds on these efforts by institutionalizing school feeding as a coordinated, multi-sectoral intervention. It aligns with the Kenya National School Meals and Nutrition Strategy (2017–2022), the Constitution of Kenya (2010), and the Sustainable Development Goals (SDGs) to ensure that no child in Nyandarua is deprived of the right to education and nutrition due to hunger.

2.1.2 Malnutrition and Health challenges

Malnutrition during childhood and pregnancy has severe consequences for child survival, growth, and long-term well-being. It undermines human capital development, with far-reaching impacts on economic productivity and national development. Kenya currently faces a triple burden of malnutrition, undernutrition, micronutrient deficiencies, and

overnutrition, which continues to affect the growth, learning, and productivity of its population (Kenya National Bureau of Statistics [KNBS], Ministry of Health [MoH], & UNICEF, 2022).

According to the Kenya Demographic and Health Survey (KDHS, 2022), 18% of children under five are stunted, 5% are wasted, and 3% are overweight or obese. The Kenya Micronutrient Survey (2011) further reported widespread deficiencies among pre-school children, with 83.3% suffering from zinc deficiency, 62% from vitamin A deficiency, and 26.3% from iron deficiency anaemia.

In the County, 18% of children under five are stunted, 2% are wasted, and 4% are underweight, while 3% are overweight or obese placing them at increased risk of non-communicable diseases (NCDs) later in life (KDHS, 2022).

Malnutrition remains a major contributor to child morbidity. Routine health data (KHIS, 2024) indicates that upper respiratory tract infections (URTIs), diarrhoeal diseases, and skin conditions are the leading causes of outpatient morbidity among children under five years. The sub-county distribution of these cases is presented in the table below.

TABLE 6:DISTRIBUTION OF DISEASES BY SUB-COUNTY

Sub-County	URTI	Diarrhoeal Diseases	Skin Conditions
Kinangop	23,675	2,576	2,350
Kipipiri	14,851	1,177	1,328
Oi Kalou	20,874	2,112	2,012
Oi Joro Orok	14,015	1,608	1,410
Ndaragwa	15,906	1,650	1,246
Total	89,321	9,123	8,346

Source: KHIS (2024)

The high caseloads of diarrheal and skin diseases point to sub-optimal sanitation and hygiene conditions in parts of the county. According to KDHS (2022), 41% of Kenya's

population has access to basic sanitation facilities, while in Nyandarua, 81.5% of households have latrine or toilet facilities.

Successful implementation of pre-school feeding programmes requires active participation and technical support of health personnel. There is an acute shortage of health personnel across all cadres. Currently, the County has a total of 13 nutritionists distributed across the sub-counties as follows: Ol Kalou (4), Kinangop (4), Kipipiri (2), Ol Joro Orok (2), and Ndaragwa (1). In addition, the county has 72 public health personnel and 136 community health units supported by 1,237 community health promoters (CHPs) (Nyandarua County Department of Health Staff Establishment, 2025).

2.1.3 Social Protection.

According to the Kenya National Bureau of Statistics (KNBS, 2022), the poverty incidence in the County is approximately 38.8%, meaning more than one in three residents live below the national poverty line. Youth unemployment remains high, with young people constituting over 65% of the county's unemployed population (County CIDP III, 2023–2027). Persistent poverty and joblessness among youth—many in their reproductive years—continue to strain household incomes, limiting families' ability to afford food, healthcare, and education.

The school feeding programme forms a vital component of the county's social assistance strategy. By providing daily nutritious meals to learners from poor and food-insecure households, it cushions vulnerable families from the effects of poverty while improving school attendance, retention, and concentration. It also eases the financial burden on parents by ensuring children receive at least one reliable meal per day.

According to the 2019 Population and Housing Census, the County has 25,528 persons with disabilities (PWDs), many of whom face multiple barriers, including limited access to education, healthcare, and stable income sources. Parents with disabilities are particularly disadvantaged, as physical and economic constraints often hinder their ability to provide adequately for their families. Consequently, children from such households face higher risks of malnutrition, absenteeism, and school dropout. Integrating school feeding into the county's social protection framework provides a critical safety net, ensuring equitable

access to nutrition and education for all children, regardless of household vulnerability. This approach promotes inclusion and aligns with both the County Integrated Development Plan (CIDP III, 2023–2027) and the National Social Protection Policy (2018). Additionally, 35.9% of households in the County are headed by women (KNBS, 2022), slightly above the national average of 34%. Female-headed households are often more vulnerable to economic shocks and food insecurity due to limited access to productive assets such as land, credit, and stable employment. Concentrated largely in rural areas, these households face high dependency ratios and few income-generating opportunities. This underscores the importance of school feeding programmes as essential safety nets that ensure children from female-headed households have consistent access to nutritious meals and improved educational participation.

2.1.4 Agri-food system, and economic challenges

Agriculture remains dominant in Nyandarua’s economy, more than 80% of economic activity is driven by agriculture (crop & livestock), as per the County’s socio-economic recovery strategy. The county boasts of high production of potatoes (leading in national output), vegetables, and dairy products.

TABLE 7:SUMMARY OF PRODUCTION VOLUMES FOR SELECTED MAJOR CROPS FOR THE YEARS 2023 AND 2024.

Crop	2023 Production (tonnes)	2024 Production (tonnes)
Irish Potatoes	319,407	517,766
Maize	12,336	11,829
Cabbages	481,850	491,805
Peas	44,642	45,745

The County also ranks among the top producers of milk nationally, with an estimated 296,834,640 litres in 2023 and 314,028,000 litres in 2024. Egg production stood at 110,000 trays in 2023 and 121,952 trays in 2024(Nyandarua County Statistical Abstract (2025)).

According to Nyandarua County Spatial Plan (2020–2030, 57% of land is arable, only about 25% of that is fully under cultivation. Additionally, agri-food system constraint such as input and production cost, market access, seasonality, price volatility and post-harvest losses reduce the economic benefits to the farmers, limiting household incomes and, by extension, the ability of families to provide consistent and nutritious meals for their children.

2.2 Key Policy gaps

Despite ongoing efforts to provide school feeding services in the County, several policy gaps remain that limit effectiveness, sustainability, and impact:

The County currently lacks a comprehensive policy framework to guide school feeding initiatives. Existing programmes operate independently without standardized operational guidelines, coordination mechanisms, or legal anchorage. This fragmentation results in uneven coverage, duplication of efforts, and limited sustainability, especially when donor or parental support fluctuates.

Monitoring and evaluation systems remain weak, with data collection still largely manual and minimal use of digital tools to track beneficiaries, food distribution, and nutrition outcomes. The absence of reliable baseline data on child nutrition and feeding patterns limits evidence-based planning, decision-making, and performance tracking.

The discontinuation of the milk programme and irregular financing for ongoing initiatives highlight a critical funding gap. School feeding remains heavily dependent on ad hoc county allocations and parental contributions, with no dedicated budget line or long-term resource mobilization strategy. Limited engagement with the private sector and development partners further undermines the predictability, continuity, and quality of meals provided.

Many pre- primary centres face infrastructure and capacity challenges, including inadequate kitchens, poor storage facilities, and limited access to safe water for food preparation. A shortage of trained nutritionists, cooks, and programme managers also compromises the quality and efficiency of service delivery.

Coordination between the education, health, agriculture, and social protection sectors remains weak despite the devolution of pre-primary education. The absence of a structured multi-sectoral framework limits the integration of nutrition education, agricultural support, and health interventions within school feeding programmes. As a result, opportunities to link local agricultural production with school meal procurement remain underutilized despite Nyandarua's strong agricultural potential.

Social inequities persist, with 38.8% of Nyandarua residents living below the poverty line and 35.9% of households headed by women (KNBS, 2022). However, there is no structured targeting mechanism to prioritize the most food-insecure schools or vulnerable learners. Children from poor, female-headed, and PWD-headed households remain disproportionately affected by hunger due to weak data-driven targeting and monitoring tools.

Finally, the county's school feeding programmes lack adequate risk preparedness and resilience measures. The absence of contingency planning makes these programmes highly vulnerable to interruptions caused by droughts, funding gaps, or other emergencies, threatening their sustainability and long-term impact.

2.3 SWOT Analysis

TABLE 8: COUNTY SWOT ANALYSIS

Strengths	Weaknesses
- Strong political goodwill and leadership support - Broad network of partners (development agencies, NGOs, CSR actors) - Skilled multisectoral personnel (education, health, agriculture, legal) - Clear governance and devolved structures - Existing school feeding experience - Local food production capacity - Strong stakeholder and community engagement	- Weak and manual M&E framework. - Lack of comprehensive baseline surveys. - Limited financial sustainability (non-ringfenced budgets). - Incomplete devolved administrative support. - Shortage of technical staff (nutritionists, field officers). - Possible resistance to new systems. - Inadequate water storage and connectivity. - Poor storage facilities and kitchen infrastructure. - Poor road conditions in some areas. - Unstable soils in certain regions. - Unsafe sanitation and poor hygiene practices

Opportunities	Threats
- Adoption of digital platforms (Tap2Eat, biometric tracking). - Partnerships with SAGAs (NCPB), corporates, and donors. - Guaranteed markets for local farmers & cooperatives. - AfCFTA for affordable food imports. - CSR/philanthropic support. - Innovations in fortified/nutritious menus. - Partnerships with water service boards for utilities. - Job creation for local cooks, suppliers, and transporters. - Strengthening Food Safety and Quality Standards	- Policy changes and devolution disputes. - Intergovernmental tensions (national vs county). - Risk of corruption/mismanagement in supply chain. - Budget cuts and rising food/operational costs. - Climate change affecting agricultural productivity. - Supply chain shocks (pandemics, transport issues). - Community dissatisfaction if coverage is unequal. - Food contamination or hygiene-related health risks.

Based on the SWOT analysis, the County should leverage its strong political goodwill, community engagement, and agricultural capacity to anchor the Pre-Primary School Feeding Programme. To maximize impact, the County must strengthen monitoring and evaluation systems, ring-fence funding, and invest in infrastructure such as kitchens and storage facilities. Harnessing opportunities in technology, private sector partnerships, and frameworks like AfCFTA will help reduce costs, improve transparency, and expand the programme's reach. At the same time, proactive strategies must be developed to mitigate threats posed by climate change, fluctuating budgets, and potential mismanagement. By aligning strengths with opportunities and addressing weaknesses against external threats, the County can secure a sustainable, resilient, and transformative feeding Policy for its youngest learners.

CHAPTER THREE: POLICY FRAMEWORK, STATEMENTS AND STRATEGIES

This chapter outlines the overarching Policy framework guiding the implementation of the school feeding programme in the 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, will enhance learners' access to safe, nutritious, and diverse meals in pre-primary centers as part of a comprehensive strategy to promote learning, health, and well-being.

3.2 Guiding Principles and Values

The implementation of the Programme in the County shall be anchored on the following core principles:

- **Equity and Inclusivity:** Ensure fair, non-discriminatory access to school meals for all pre-primary learners.
- **Transparency and Accountability:** Promote ethical, traceable, and responsible use of resources across all programme activities.
- **Efficiency and Professionalism:** Maximize resource use and adhere to established service delivery standards and practices.
- **Safety and Sustainability:** Provide safe, quality meals while promoting environmental sustainability and long-term programme continuity.
- **Multi-sectoral Collaboration:** Strengthen coordination across sectors and stakeholders to enhance programme effectiveness and reach.

Policy strategies

3.3 Access, Equity and Inclusion

The County affirms that good nutrition is fundamental to improving learner participation, retention, and academic achievement. Well-nourished learners are more likely to attend school consistently, concentrate in class, and complete their education. The County is committed to ensuring equitable access to safe, diversified, and nutritious school meals for all pre-primary learners, regardless of socio-economic status, gender, or ability. This Policy prioritizes access to inclusive, quality school feeding interventions that promote equity and support improved education outcomes across all wards in the County.

Policy Statement

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

Strategies:

- i. Provide safe, nutritious and diverse meals in line with national dietary guidelines and food safety standards.
- ii. Integrate complementary school health services, including deworming, micronutrient supplementation, nutrition education, and health referrals.
- iii. Promote school gardens and climate-smart agriculture to support dietary diversity and sustainability.
- iv. Expand programme coverage to reach more learners, with specific attention to children with special needs and those in vulnerable areas.
- v. Enhance efficiency in food preparation and service delivery, ensuring hygiene and cost-effectiveness.
- vi. Strengthen coordination and collaboration between county departments, national agencies, and development partners for coherent implementation.
- vii. Establish participatory platforms for stakeholder engagement, fostering community ownership, transparency, and accountability.

- viii. Ensure menus align with national dietary guidelines.
- ix. Strengthen production and access to safe, nutritious, and diverse ingredients for school meals from farmers.

3.4 Food Safety and Quality

The County recognizes food safety as essential to the health, growth, and learning outcomes of pre-primary learners. The County shall ensure all school meals meet national food safety and quality standards across the entire value chain, from sourcing, preparation, delivery to consumption. Given the vulnerability of school-age children to foodborne illnesses and malnutrition, the provision of safe, nutritious meals is a key strategy to enhance cognitive development, reduce stunting, and improve academic performance. Promoting safe food handling practices within schools will safeguard learner well-being and support inclusive, equitable, and quality education.

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 Procurement and Sourcing of Food Commodities

The County shall implement school meals procurement in accordance with the Public Procurement and Asset Disposal Act, 2015, while promoting local economic development through engagement of smallholder farmers, MSMEs, and strengthening of local supply systems. Local sourcing will strengthen community food systems, improve access to safe and nutritious foods, and reduce supply chain costs. Schools shall be encouraged to

supplement meals through school-based food production and the promotion of indigenous, nutrient-dense crops to enhance dietary diversity, food security, and environmental sustainability.

Policy Statement

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

Strategies:

- i. Strengthen linkages with MSMEs and local farmers.
- ii. Strengthen accountability and traceability systems.
- iii. Build supplier chain capacity on quality standards.

3.6 Partnerships, Collaborations and Linkages

The County shall adopt a coordinated multi-sectoral approach in the implementation of the pre-primary school feeding programme. Collaboration with national government entities, development partners, private sector, and communities will be strengthened to enhance efficiency, resource mobilization, and sustainability. The Policy seeks to align efforts, reduce duplication, and improve delivery by leveraging existing partnerships and technical capacities across sectors.

Policy Statement

The County government shall foster multi-sectoral approach, strategic partnerships and institutional linkages to strengthen efficient implementation of the school feeding programme.

Strategies:

- i. Strengthen multi-sectoral coordination among stakeholders at all levels.
- ii. Strengthen joint programming and resource mobilization.
- iii. Promote a participatory approach to planning and delivery.

- iv. Establish a legal framework for ringfencing funding of the school feeding programme.
- v. Integrate the programme into the county resource mobilization framework.
- vi. Promote strategic partnerships through public-private partnerships.

3.7 Governance and Management

The County shall strengthen governance and institutional frameworks to ensure transparency, accountability, and effective delivery of the school feeding programme. Oversight mechanisms and community engagement structures shall be institutionalized to enhance programme ownership and safeguard public resources.

Policy Statement

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

Strategies:

- i. Establish a governance and implementation structure.
- ii. Strengthen multi-sectoral coordination at all levels.
- iii. Enhance accountability, transparency, and oversight.
- iv. Enhance community participation in programme planning, implementation, and monitoring and evaluation.

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 learning institutions requires adequate financial, human, technical and infrastructural resources. Effective implementation of school feeding 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 County 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 Financing of the School Feeding Programme

4.1.1.1. Resource Mobilization

The sustainability of the Programme shall be anchored on adequate, predictable, and accountable financing. The County shall adopt a multi-stakeholder resource mobilization framework that leverages financial, human, technical, and infrastructural resources from government, development partners, private sector, civil society, and communities. Community and parental participation shall also be promoted to enhance local ownership, dietary diversity, and long-term programme resilience.

4.1.1.2. Nyandarua County School Meals Fund

To ensure long-term and ring-fenced financing, the County shall establish the Nyandarua County School Meals Fund pursuant to Section 116 of the Public Finance Management Act (2012). The Fund shall pool resources from the annual County and National government allocations, development partners, private sector contributions, philanthropic donations, and community or parental contributions. Innovative mechanisms such as climate finance, carbon credits, and social impact investments shall also be pursued. The Fund, managed by the County Treasury in collaboration with the Department of Education, shall finance both recurrent and development expenditures.

Audits and annual financial reports shall be prepared to ensure transparency, accountability, and compliance with the Public Finance Management Act (2012) and County Governments Act (2012).

4.1.2. Resource Mobilization Strategies

The County shall employ diverse strategies to secure and sustain resources for the school feeding programme, including:

4.1.2.1. County and National Government Funding

The County shall conduct annual assessments to determine the resource requirements for the school feeding programme and allocate a dedicated budget line within the County Education budget. This allocation shall cater for key operational components, including

food procurement, personnel, kitchen infrastructure, and transport. In addition, the County shall collaborate with the National Treasury and relevant ministries to mobilize conditional and unconditional grants to support programme expansion, quality assurance, and long-term sustainability.

4.1.2.2 Grants and Donations

The County shall actively seek grants and donations from development partners, NGOs, and international organizations supporting education, nutrition, and agriculture. All externally funded projects shall submit quarterly financial and performance reports to the County Treasury to enhance coordination, transparency, and accountability.

4.1.2.3 Parental and Community Contributions

Parents and local communities shall be encouraged to contribute through affordable payments, in-kind donations, or voluntary labour. A digital wallet system linked to mobile money platforms shall be introduced to enhance transparency and efficiency, with affirmative measures to ensure no learner is excluded due to inability to pay.

4.1.2.4 Public-Private Partnerships (PPPs)

The County shall implement structured Public-Private Partnerships (PPPs) to leverage private sector expertise, resources, and innovation in school feeding. Private entities may support infrastructure, logistics, food fortification, ICT monitoring, and local production, with incentives such as co-financing, tax rebates, and risk-sharing mechanisms provided in line with the Public Private Partnerships Act (2021).

4.1.2.5 Innovative and Climate Financing

The County shall adopt innovative financing mechanisms such as blended financing, results-based funding, and social impact bonds to strengthen programme sustainability. It shall also leverage carbon credits and climate finance to support energy-efficient cooking, climate-smart agriculture, and green school infrastructure, consistent with the Kenya Climate Change (Carbon Market) Regulations (2024) and the Kenya National Cooking Transition Strategy (2024–2028).

To enhance coordination, efficiency, and transparency, the County shall institutionalize a structured resource mobilization process. This includes:

- a. **County Budgeting and Coordination:** Conduct annual stakeholder consultations, integrate school feeding into the CIDP and MTEF, allocate a dedicated education budget line, engage partners for complementary support, and review annual budgets for adequacy.
- b. **Partnerships:** Map, profile, and engage NGOs and private sector actors through MOUs, CSR initiatives, sponsorships, and joint monitoring for accountability.
- c. **Parental and Community Engagement:** Promote equitable cost-sharing through Parents Associations, civic education, and voluntary participation while ensuring no child is excluded for inability to pay.
- d. **Innovative and Digital Solutions:** Introduce mobile-based payments, crowdfunding platforms, and digital tracking tools to improve transparency and efficiency.
- e. **Resource Mobilization and Awareness:** Conduct regular campaigns through media and community events to raise awareness, mobilize support, and strengthen public ownership of the programme.

4.1.4 Integration with Broader Development and Safety Net Programmes

The programme shall be aligned with social protection, agriculture, education, and health programmes to enhance synergy and impact. Procurement will prioritize local farmers through the Home-Grown School Feeding model, stimulating rural economies and improving child nutrition, learning outcomes, and resilience to food insecurity. This integrated approach reinforces the County's commitments under the CIDP III (2023–2027), National Social Protection Policy (2018), and the Sustainable Development Goals (SDGs).

4.2 Advocacy, Communication and Social Mobilization

This will be crucial for the long-term success of the programme in several respects:

- i. 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.
- ii. To enhance the nutrition understanding and thus increase provision and demand for healthy, nutritious, safe and diverse food.

The county government will promote holistic 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

This Policy establishes a coordination structure for the school feeding programme which shall be implemented within the existing department of education administrative structures. The committees will be developed terms of reference stipulating their operational framework. The Committees may co-opt any other relevant member(s).

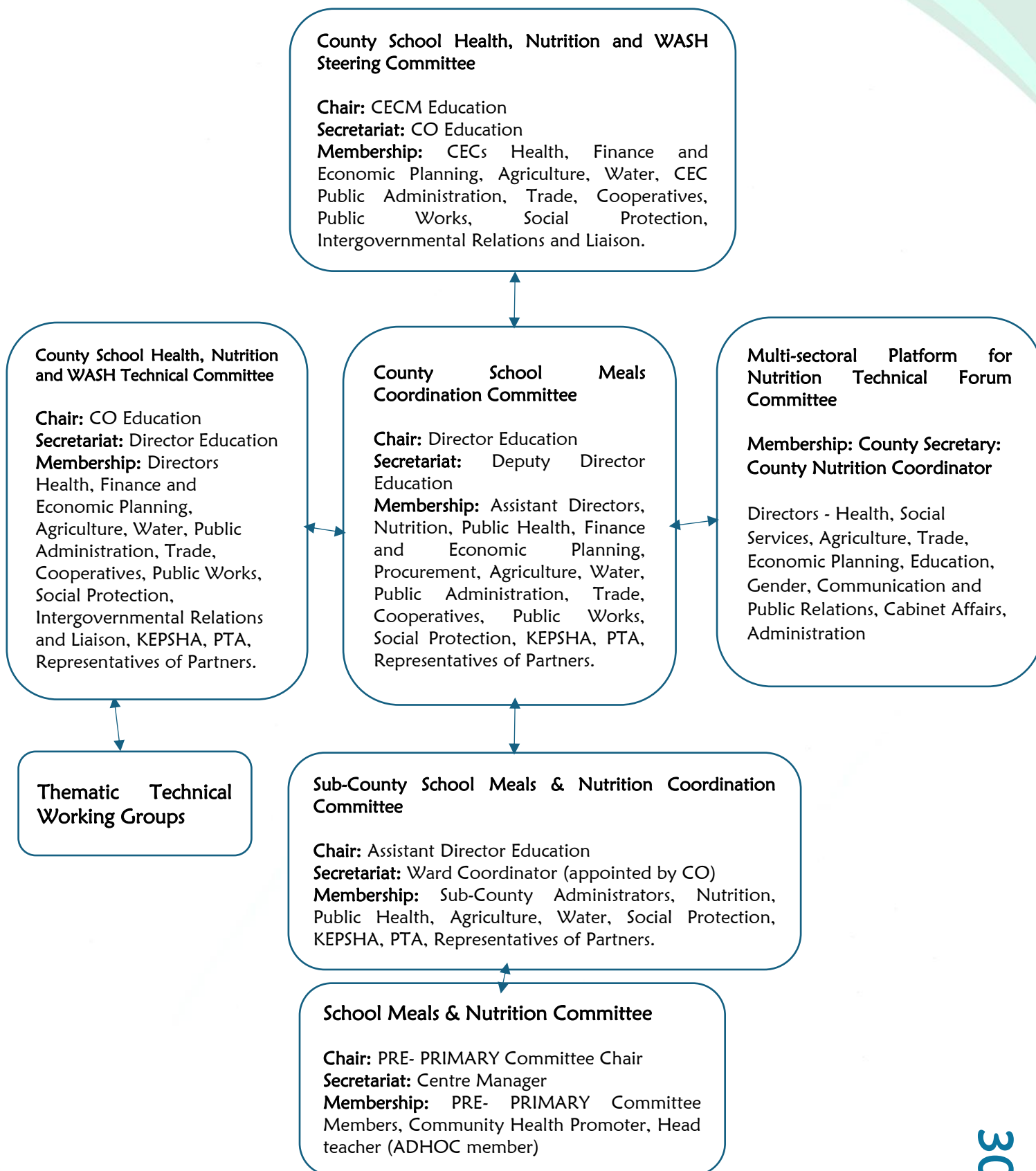


FIGURE 2:SCHOOL FEEDING PROGRAMME COORDINATION STRUCTURE

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

- i. Chief officers from the departments responsible for:
 - Education
 - Health
 - Agriculture
 - Water
 - Planning
 - Social Protection
- ii. Heads of relevant development partners and PBOs
- iii. MOE County Director
- iv. 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 programme implementation.
- v. Monitor progress and advise on measures to strengthen systems and address emerging issues.

4.3.2 Multi-Sectoral Platform for Nutrition Technical Forum Committee

The Multi-Sectoral Platform for Nutrition Technical Forum Committee (MSP–NTFC) serves as the county’s apex technical body for coordinating, integrating, and monitoring nutrition-related interventions across all relevant departments and sectors. It ensures that nutrition is mainstreamed into planning, budgeting, and implementation of programmes—especially those linked to education, health, agriculture, and social protection.

This committee provides a platform for collaboration, evidence-based decision-making, and Policy alignment with both national and county development frameworks, including the Kenya Nutrition Action Plan (KNAP), County Nutrition Action Plan (CNAP), and Sustainable Development Goals (SDGs).

Roles and Responsibilities

Policy Coordination: Ensure county-wide alignment of nutrition interventions with national policies, the County Integrated Development Plan (CIDP), and the County Nutrition Action Plan (CNAP).

Strategic Planning: Guide the integration of nutrition-sensitive approaches into departmental annual plans and budgets across all relevant sectors.

Multi-sectoral Collaboration: Facilitate joint planning, implementation, and review of nutrition-related activities among departments of education, health, agriculture, water, and social protection.

Technical Support and Capacity Building: Provide technical guidance, mentorship, and training to sub-county and ward-level nutrition coordination committees and implementing partners.

Monitoring and Evaluation: Oversee the tracking of nutrition indicators, data collection, and performance reporting through the County Health Information System and other sectoral reports.

Resource Mobilization: Identify and mobilize financial, human, and technical resources from both county and external partners to support nutrition and school feeding interventions.

Advocacy and Communication: Promote public awareness on nutrition, healthy diets, and food safety through coordinated campaigns, media engagement, and community outreach.

Research and Evidence Generation: Support operational research and knowledge-sharing initiatives to generate evidence for decision-making and Policy improvement.

Reporting and Accountability: Submit quarterly and annual progress reports to the County Executive Committee and National Nutrition Coordination Forum to enhance transparency and performance tracking

TABLE 9: MEMBERSHIP

Designation	Institution / Department/ Directorate
County Secretary	Office of the County Secretary
County Nutrition Coordinator	Department of Health Services
Director, Health Services	Department of Health Services
Director, Social Protection	Directorate of Social Protection
Director, Agriculture	Directorate of Agriculture
Director, Trade	Directorate of Trade
Director, Economic Planning	Directorate of Economic Planning
Director, Education	Directorate of Education, Vocational Training
Director, Gender	Directorate of Gender

Designation	Institution / Department/ Directorate
Director, Communication and Public Relations	Office of the Governor / County Communications Unit
Director, Cabinet Affairs	Office of the Governor
Director, Administration	Directorate of Public Administration

4.3.3 County School Feeding Programme Thematic Working Group (TWG)

The CECM responsible for education shall establish the County Thematic 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 the office of the County Director Education will be the secretary.

Key members:

- i. **Directors** from the departments responsible for:
 - Education - pre- primary
 - Health
 - Agriculture
 - Planning
 - Social Protection
 - Water
 - Trade
 - Infrastructure
 - Procurement
 - Rotational representation of the Sub County ECD programme officers
- ii. Programme leads of relevant development partners and CSOs

- v. Private sector representatives
- vi. Any other co-opted member on need basis

The county Thematic 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.
- vii. **Programme design and oversight:**
 - Develop strategies and implementation plans for school feeding programme.
 - Ensure integration and synergy across sectoral programmes.
- viii. **Monitoring and Evaluation (M&E):**
 - Establish and implement an M&E framework to track progress and outcomes.
 - Analyse programme data and recommend improvements.
- ix. **Technical support:**
 - Advise the County Steering Committee on emerging technical issues and potential solutions.
 - Support task forces with expertise and capacity building.
- x. **Coordination:**
 - Facilitate communication and collaboration among stakeholders.
 - Coordinate task force activities to ensure alignment with TWG objectives.
- xi. **Ad hoc Task Forces**

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

- i. School Health Taskforce
- ii. School Nutrition Taskforce
- iii. School WASH task force

4.3.4 Sub County School Feeding Programme Thematic 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 programmes. 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.

Representative from the ward thematic working group shall be co-opted to the Sub County School feeding thematic working group subject to further devolution at the ward level.

Key members:

- i. **Sub-County Officers (SCOs)** from the departments responsible for:
 - Education - pre- primary
 - Health
 - Agriculture
 - Social Protection
 - Water and Sanitation
- ii. Sub county Director of Education (MoE)
- xii. Sub county administrator
- xiii. Representative of central kitchen managers
- xiv. Civil Society Organisations (CSOs) operating in the sub-county
- xv. Private Sector Representatives at the sub county level
- xvi. 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:

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

4.3.5 Ward School Feeding Programme 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 programmes related to school feeding programme within the school environment. the chair shall be the ward administrator.

4.3.6 School Feeding Programme Implementation Technical Working Group

The school-level implementation team on School feeding is a key operational body tasked with ensuring the successful implementation of activities, policies, and programmes 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:

- Head Teacher (Chairperson)
- Pre- Primary teacher (Secretary)
- Pre- Primary Parent-Teacher Association representative
- Learner Representative(s)

- v. 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 programmes 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 this Policy is tabulated as follows.

TABLE 10:STAKEHOLDERS ROLES AND RESPONSIBILITIES.

S/No.	Institution	Roles and Responsibilities
1	The departments responsible for Education.	● Provide Policy direction. ● Mobilize and allocate resources. ● Establish an adequate monitoring and evaluation framework. ● Monitor and report programme performance. ● Build capacity on coordination, programme management and performance. ● Develop and manage procurement standards by working with other actors.

S/No.	Institution	Roles and Responsibilities
		● Avail necessary data for planning and management of the school feeding programme. ● Undertake research on the impact of the programme on the enrolment and performance of learners.
2	The departments responsible for Finance and Economic Planning.	● Allocate the budget of the school feeding programme in a timely manner. ● Ensure ring-fencing of funds for school feeding. ● Monitor utilization of finances for the programme.
3	The departments responsible for Health.	● Provide information on health and nutrition. ● Provide guidance and advice on nutrition. ● Identify minimum school feeding composition, aligning nutrition, water, sanitation and hygiene and other health related activities. ● Undertake research on the impact of the programme on the nutrition status of learners. ● Ensure food safety and quality standards.
4	The departments responsible for Environment.	● Ensure the environment is safe. ● Advice on effects of climate change.
5	The departments	● Ensure access to water in schools.

S/No.	Institution	Roles and Responsibilities
	responsible for Water, Sanitation and Irrigation.	● Provide technical inputs for development and revision of standards and guidelines. ● Build capacity of stakeholders. ● Integrate sectoral plan with school feeding programme.
6	The departments responsible for Agriculture, Livestock and Fisheries.	● Integrate this Policy with agricultural sector plans through capacity development, storage and production. ● Complement programme budget. ● Build the capacity on performance management. ● Undertake research. ● Monitor and provide market prices to stakeholders and implementers of school feeding initiatives. ● Support DoE in procurement and value addition.
7	The departments responsible for roads, housing and infrastructure.	● Construction of food storage, preparation and service areas. ● Construction of access roads to the learning institutions. ● any other infrastructure necessary for the school feeding programme.
8	The departments responsible for trade.	● facilitate availability of food commodities that the county may not produce. ● advocate for fair trade practices.

S/No.	Institution	Roles and Responsibilities
9	School Boards of Management.	● Support the implementation of school feeding programme. ● Mobilize and involve parents in school feeding programme.
10	Primary School Heads Association.	● Support the implementation of school feeding programme.
11	Parents Associations.	● Support the implementation of school feeding programme.
12	Development Partners.	● Provide technical and financial support for the implementation of this Policy. ● Align training, supply chain, school garden projects and other activities with the school feeding programme. ● Support programme monitoring and evaluation.
13	Civil Society Organisations.	● Advocate for the provision of school feeding programme.
14	Universities & other institutions of higher learning.	● Integrate initiatives and research agenda with school feeding programme. ● Support evidence-based analysis and evaluation. ● Undertake research.
15	Farmers.	● Produce diversified food commodities for school feeding programme. ● Align to the school feeding programme market.
16	Media.	● Advocate for a County school feeding programme that is safe, diversified and nutritious.

S/No.	Institution	Roles and Responsibilities
17	The County Assembly.	• Budget allocation and appropriation. • Oversight. • Approval of Policy and plans.
18	County Attorney.	• Provide legal advice to the programme. • Interpret the Policy, relevant laws and agreements.

4.4 Legal and Policy Framework

The legal and Policy framework guiding the Programme draws from global, national, and county-level instruments. These frameworks collectively provide the constitutional, institutional, and operational foundation necessary for implementing sustainable school feeding initiatives. The hierarchy below categorizes the relevant legislations and policies from international to local levels.

A. National Legislative and Policy Anchors

These laws and policies provide Kenya's legal and operational guidance for planning, financing, and managing school feeding programmes.

Constitution of Kenya (2010): Article 43 guarantees the right to food and education; Article 53 affirms every child's right to basic nutrition, shelter, and health care.

Kenya Vision 2030: Emphasizes education, health, agriculture, and food security as part of the social transformation agenda.

Sessional Paper No. 1 of 2019 (Reforming Education and Training): Advocates universal access to school meals through home-grown models.

Sessional Paper No. 2 of 2015 (School Health, Nutrition and Meals Programme): Integrates school meals with health services such as WASH, deworming, and immunization.

Basic Education Act (2013): Mandates equitable access and retention; promotes school feeding as a means to enhance enrolment and attendance.

Early Childhood Education Act (2021): Legally recognizes PRE- PRIMARY as part of basic education, including nutrition support.

National Pre-Primary Education Policy Standard Guidelines (2018): Define minimum standards for PRE- PRIMARY services including school feeding.

Model Pre-Primary School Feeding Policy (2025): Serves as a national model for county adaptation and implementation.

Children Act (2022): Reinforces every child's right to health, nutrition, and education, shared between parents, State, and county governments.

Health Act (2017) and Public Health Act (Cap 242): Regulate food hygiene, safety, and inspection of school food handlers and kitchens.

National Food and Nutrition Security Policy (2011): Provides a multisectoral framework to enhance food security and child health.

National School Meals and Nutrition Strategy (2017–2022): Kenya's main operational framework promoting home-grown and locally sourced school meals.

Kenya School Health Policy (2018): Promotes safe meals, nutrition education, and school gardens.

National Pre-Primary Education Policy (2017): Anchors nutrition within quality PRE- PRIMARY services.

Public Procurement and Asset Disposal Act (2015): Ensures transparent and accountable food procurement processes.

Public Finance Management Act (2012): Allows establishment of ring-fenced County School Feeding Programme Funds.

Food, Drugs and Chemical Substances Act (Cap 254): Regulates food quality and fortification standards for nutritional adequacy.

Weights and Measures Act (Cap 513): Ensures fair trade and accurate measurement of food commodities.

Dairy Industry Act (Cap 336): Guarantees milk quality and safety for school milk programmes.

County Governments Act (2012) and County Integrated Development Plan (2023–2027): Assign counties responsibility for PRE- PRIMARY and nutrition service delivery.

Kenya National Social Protection Policy (2011): Recognizes school feeding as a social protection measure for vulnerable learners.

National Education Sector Strategic Plan (2023–2027): Prioritizes improved learning outcomes through nutrition and attendance.

National Strategy for Food System Transformation (2024–2033): Promotes sustainable, nutrition-sensitive food systems integrating school feeding.

Kenya National Water Policy (2021) and NAWASIP (2024): Support water and sanitation infrastructure for safe meal preparation.

Kenya Agriculture Sector Transformation and Growth Strategy (2019–2029): Enhances food production and value chains supporting school feeding.

Crops Act (2012) and Agriculture and Food Authority Act (Cap 314): Regulate production and trade of school meal commodities.

Investment Promotion Act (2014): Encourages private sector participation in school feeding supply chains.

Biosafety Act (Cap 320): Ensures food safety and public confidence in the quality of food supplied to schools.

B. Global and Continental Legislative and Policy Anchors

These instruments provide international and regional commitments that obligate Kenya to guarantee children’s rights to health, nutrition, and education.

United Nations Convention on the Rights of the Child (1989): Obligates states to ensure every child’s right to health, nutrition, and education.

Sustainable Development Goals (SDGs): Goal 2 (Zero Hunger) and Goal 4 (Quality Education) promote school feeding as a key intervention for child welfare.

World Health Organization (WHO) Food Safety Standards: Provide guidance on safe food handling, hygiene, and nutrition practices.

African Charter on the Rights and Welfare of the Child: Requires African states to provide adequate nutrition and education to all children.

African Union Agenda 2063 and Malabo Declaration (2014): Commit governments to eliminate hunger and malnutrition through school feeding and agriculture.

African Regional Nutrition Strategy (2016–2025): Promotes school meals as interventions to enhance nutrition, learning, and gender equity.

School Meals Coalition (Kenya Membership): Demonstrates Kenya's commitment to universal school feeding by 2030.

African Continental Free Trade Area (AfCFTA): Enhances regional trade in food commodities to improve school feeding food supply.

C. County-Specific Policy Instruments

These instruments operationalize national school feeding mandates within Nyandarua's devolved governance framework.

Nyandarua County Pre- Primary Act (2017): Provides a legal basis for PRE- PRIMARY service delivery, including nutrition support.

Nyandarua County Pre-Primary Capitation Policy (2024): Establishes financing for feeding programmes under PRE- PRIMARY allocations.

Nyandarua County Nutrition Action Plan (2023/24 – 2027/28): Promotes school-based nutrition education and meal provision.

Nyandarua County Water, Sanitation and Hygiene Strategy (2024–2028): Prioritizes WASH access for food preparation and hygiene in schools.

Nyandarua County Integrated Development Plan (CIDP 2023–2027): Aligns school feeding with county priorities and budget cycles.

CHAPTER 5: MONITORING AND EVALUATION

Monitoring and Evaluation 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 implementation will be measured in accordance to 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 shall submit annual reports to the county assembly.

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 programme 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, Nyandarua County CIDP, 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: Enhanced program delivery, improve access, enrolment, retention, and learning outcomes.

i. Enrolment rates:

- Percentage increase in pre-primary enrolment.
- Gender parity index in pre-primary enrolment.

ii. Attendance & retention:

- Progressive Reduction in absenteeism rate.
- Percentage of learners retained in pre-primary centers quarterly.

iii. Learning outcomes:

- Improvement in assessment reports for pre-primary learners.

iv. Programme Delivery:

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

Policy Objective 2: Enhance Nutrition and Health.

i. Meal Quality:

- Percentage of meals meeting dietary diversity standards. (target 100%).

ii. Health Metrics:

- Reduction in stunting/wasting rates among pre-primary learners.
- Percentage of schools conducting biannual deworming programmes.

iii. Hygiene & Sanitation:

- Percentage of schools with access to clean water and sanitation facilities.
- Number of hygiene training sessions conducted for food handlers annually.
- Reduction in morbidity information.

Policy Objective 3: Strengthened Coordination

i. Stakeholder Engagement:

- Number of multi-sectoral coordination meetings held quarterly.
- Percentage of stakeholders reporting satisfaction with the collaboration mechanism.

ii. Monitoring & Compliance:

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

iv. Capacity Building:

- Percentage of food handlers trained in food safety annually.

Policy Objective 4: Support smallholder producers.

i. Local Sourcing:

- Percentage of food procured from local farmers.

ii. Economic Impact:

- Income growth rate for farmers linked to the programme.

iii. 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.

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.

- Annual Reports to the Executive and County Assembly.
- Stakeholder workshops and community forums.
- Press releases and county website publications.
- Presentations of budget to other relevant bodies.

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

5.2 Policy Review

This 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 program 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 review 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 child development and economic growth. This is because of the positive returns derived from good nutrition for school children both in their immediate and longer-term capabilities. Besides relieving short-term hunger it contributes to improved health of school learners and their retention. In the long term, it has the potential to contribute positively to strengthening human capital capacity of the county/nation by improving the education level of the population and significantly reducing socio-economic inequalities.

This Policy intends to improve the Nyandarua County School Feeding Programme and maximize the benefits of school feeding. These benefits range from; enhanced enrolment, retention, improved performance, as well as better health and nutrition to reduce morbidity. It is also aimed at supporting smallholder producers and creating employment in the County.

EFFECTIVE DATE

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

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