



**Baseline of the Local and Regional Food Aid Procurement  
(LRP) Project in Kenya  
2017-2020**

**FINAL Report  
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## Table of Contents

1	Introduction.....	1
1.1	Overview of the baseline subject .....	1
1.2	Context.....	3
1.3	Methodology .....	6
2	Baseline Findings.....	11
2.1	Is the LRP design relevant and coherent with key policies and strategies? ..	11
2.2	Findings from market assessments.....	12
2.3	Findings from the trader survey.....	13
2.4	Findings from the Farmer Organization survey .....	19
2.5	Findings from the school survey .....	30
3	Conclusions .....	43
3.1	Are the LRP activities likely to result in an effective programme?.....	43
3.2	Are the LRP activities likely to result in an efficient programme? .....	43
3.3	Is the LRP likely to have an unintended positive or negative outcomes or impact?.....	44
3.4	Are the results of the LRP likely to be sustainable? .....	44
4	Recommendations .....	46
5	Bibliography .....	47
	Annexes .....	49

### List of Annexes

Annex 1: Evaluation terms of reference .....	49
Annex 2: LRP Results framework .....	60
Annex 3: LRP stakeholder diagram .....	62
Annex 4: Evaluation matrix .....	63
Annex 5: Quantitative survey tools .....	67
Annex 6: List of surveyed schools .....	86
Annex 7: Detailed description of the sampling methodology .....	88
Annex 8: Silhouette measure of cohesion and separation .....	90
Annex 9: Qualitative survey tools .....	91
Annex 11: Evaluation timeline .....	97
Annex 12: Description of the calculation of the baseline scores .....	98
Annex 13: Additional data from the trader survey .....	100
Annex 14: Additional data from FO survey .....	102
Annex 15: Additional data from school survey .....	104
Annex 16: Project monitoring results - 1 October 2017 to 31 March 2018 .....	107

## List of Tables

Table 1: LRP locations .....	3
Table 2: Number of primary schools, Farmer Organizations and traders participating in the LRP, by county .....	3
Table 3: Key baseline questions .....	6
Table 4: Number of Farmer Organizations and traders participating in the baseline survey, by county .....	8
Table 5: Number of LRP and non-LRP schools surveyed, by county .....	8
Table 6: Summary of key informants interviewed .....	8
Table 7: Personal characteristics of surveyed traders, by county .....	14
Table 8: Business information of surveyed traders, by county .....	14
Table 9: Total estimated volume of commodities sold per year .....	15
Table 10: Total estimated value and volume of grains in stock .....	16
Table 11: Percentage selling commodities to schools through competitive tender in 2016-17 .....	17
Table 12: Received training on procurement processes .....	17
Table 13: Ranking of barriers to grain trading as reported by traders .....	18
Table 14: Prices of locally produced vs. externally produced commodities in LRP targeted counties .....	18
Table 15: Characteristics of Farmer Organizations participating in the baseline survey, by county. ....	20
Table 16: Planting data by county .....	20
Table 17: Average quantity of commodity produce expected from all members by crop .....	22
Table 18: Estimated use of commodities grown by FOs .....	22
Table 19: Land ownership by FO .....	22
Table 20: Percentage of surveyed FOs having access to storage facilities .....	23
Table 21: FO sales of members' commodities .....	23
Table 22: FO reporting of critical problems for selling commodities on behalf of members .....	24
Table 23: FO sale of commodities in last one year .....	24
Table 24: Volume and value of sales by FOs during 2017 .....	25
Table 25: FO marketing .....	26
Table 26: Ensuring quality products for sale .....	26
Table 27: Training provided to FOs in the last one year .....	28
Table 28: Percentage of FOs reporting receiving training for their members in the past one year .....	29
Table 29: Characteristics of surveyed schools, by county .....	30
Table 30: Main source of food for school lunches (Term 1, 2018) .....	31
Table 31: Average number of days after start of Term 1, 2018 that food was delivered .....	32
Table 32: Summary of baseline findings on timeliness .....	33
Table 33: Baseline Timeliness Score.....	34

Table 34: Percentage of schools reporting providing a school meal every school day during Term 1, 2018 .....	34
Table 35: Number of days schools reported NOT providing school meal .....	35
Table 36: Reasons for not providing school meals.....	35
Table 37: Percentage of schools experiencing problems with food commodities received.....	35
Table 38: Mean volume of food per child received for Term 1, 2018 .....	36
Table 39: Number of schools where teachers reported paying additional monies for SMP.....	36
Table 40: Additional monies paid by teachers (KES) for Term 1, 2018 .....	36
Table 41: Baseline Cost-effectiveness Score .....	37
Table 42: Training for school personnel in LRP targeted counties, 2017 .....	40
Table 43: School personnel reporting receiving training on the HGSMF from WFP/MoE since 2016 .....	40
Table 44: Baseline Nutrition Score .....	41
Table 45: Baseline Impact Score .....	42

### **List of Figures**

Figure 1: Percentage of traders reporting sale of staple crops .....	14
Figure 2: Percentage of traders reporting sale of pluses .....	15
Figure 3: Main source of commodities .....	15
Figure 4: Means of transport .....	16
Figure 5: Facilities for long term transport .....	16
Figure 6: Commodity buyers .....	17
Figure 7: Percentage of traders reporting barriers to purchasing from local farmers	18
Figure 8: Average time the FOs have been established .....	20
Figure 9: Use of certified/recommended inputs .....	21
Figure 10: Percentage of surveyed FOs receiving different types of assistance, by county .....	21
Figure 11: Types of crops grown .....	22
Figure 12: Percentage of surveyed FOs having access to equipment .....	23
Figure 13: Percentage of FOs reporting different methods of handling their commodity during/after harvest .....	23
Figure 14: Reported reasons for not marketing products through the FO .....	23
Figure 15: Markets used for sale of FO commodities in the last one year .....	25
Figure 16: Location of main suppliers to surveyed FOs .....	26
Figure 17: Location of main buyers from the surveyed FOs .....	27
Figure 18: Percentage of FOs reporting receiving training for their committee members in the past one year .....	28
Figure 19: Percentage of schools reporting procurement completed before start of Term 1, 2018 .....	31

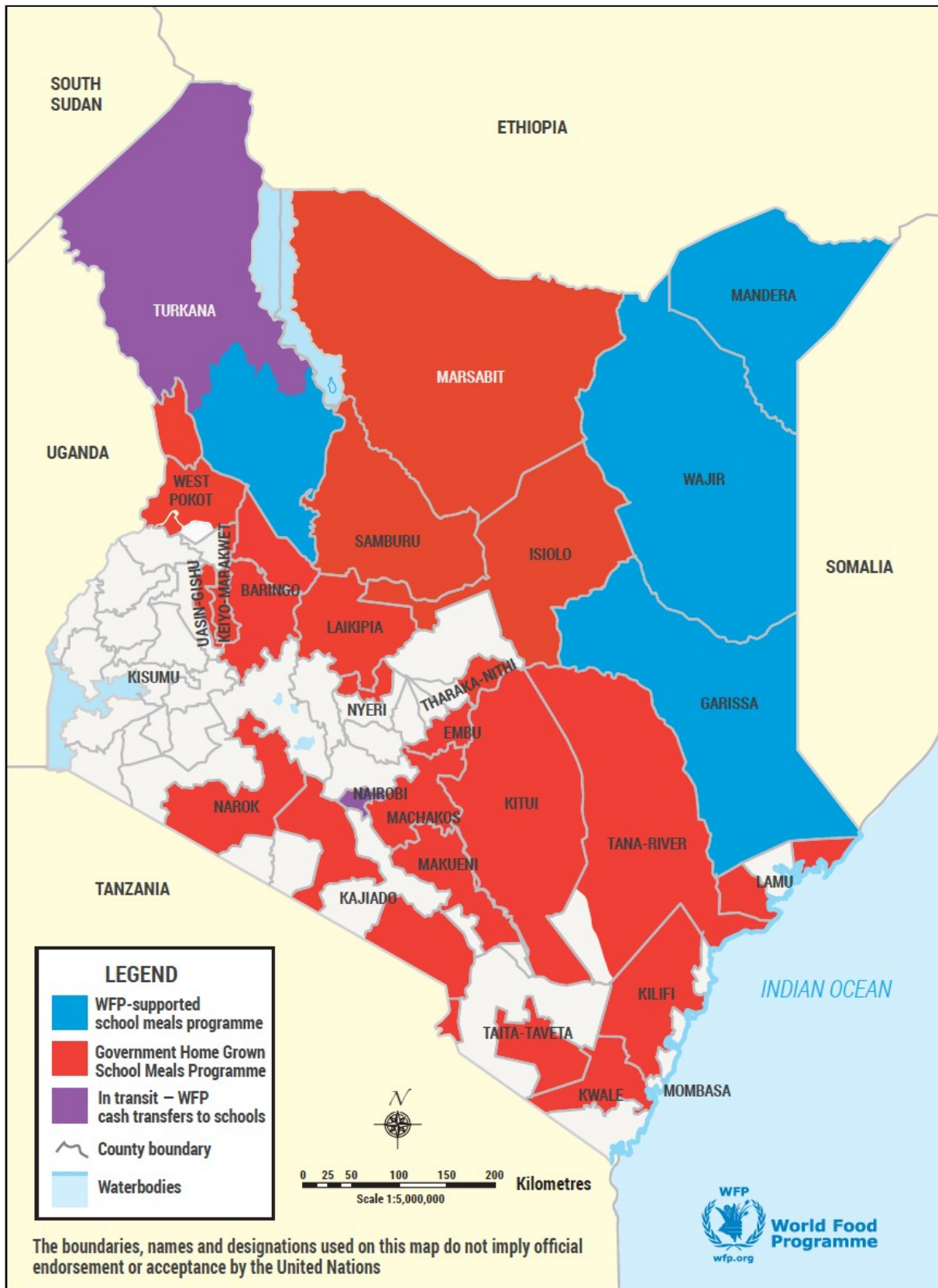
Figure 20: Percentage of school where food was delivered before the start of Term 1, 2018 .....32  
Figure 21: Percentage of school where food was delivered before the start of Term 2, 2018 .....32  
Figure 22: Percentage of schools reporting use of various food commodities for school lunches during Term 1, 2018 .....38  
Figure 23: Percentage of schools reporting changing their school meals menus .....39  
Figure 24: Percentage of schools reporting activities to promote dietary diversity ..39

## Acronyms

AMAL	Agriculture, Market Access and Linkage
CO	(WFP) Country Office
CTS	Cash Transfer to Schools
DAC	(OECD) Development Assistance Committee
FAO	(UN) Food and Agriculture Organization
FDC	Forward delivery contract
FFE	Food for Education
FO	Farmers Organization
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HGSMP	Home Grown School Meals Programme
KES	Kenyan Shilling
KESSP	Kenya Education Sector Support Programme
KII	Key Informant Interview
LRP	Local and Regional Procurement
MoAI	Ministry of Agriculture and Irrigation
MoE	Ministry of Education
MoH	Ministry of Health
MT	Metric Tonne
NESP	National Education Strategic Plan
NGO	Non-Governmental Organization
NSMNS	National School Meals and Nutrition Strategy
OECD	Organisation for Economic Co-operation and Development
P4P	Purchase for Progress
PMP	Performance Monitoring Plan
PTA	Parent-Teacher Association
RB	(WFP) Regional Bureau
RF	Results Framework
SMC	School Meals Committee
ToR	Terms of Reference
UN	United Nations
USD	United States Dollar
USDA	United States Department of Agriculture
VCA	Value Chain Analysis
WFP	World Food Programme

## Maps

**Map 1: Map of school meals programme in Kenya (September 2017)**



Source: WFP Kenya



## EXECUTIVE SUMMARY

1. This report is the baseline for the Local and Regional Food Aid Procurement Project (LRP) (2017-2020) that is supported by the United States Department of Agriculture (USDA) and implemented by WFP Kenya. The baseline is commissioned by WFP Kenya Country Office. As per the evaluation's Terms of Reference (ToR) (Annex 1) the baseline is intended to enable future programme evaluation by laying the foundation for an endline evaluation that will assess the project's relevance, effectiveness, efficiency, sustainability, and impact. The baseline provides a situational analysis of the beginning of the project and baseline values for the indicators in the Performance Monitoring Plan (PMP). The baseline is also intended to help identify potential challenges to project implementation and provide recommendations for overcoming these and for optimizing project implementation and monitoring. This will help to validate the project design and ensure better implementation.
2. In September 2017 WFP Kenya received a grant of USD 1 million from USDA to support the Government of Kenya's effort to sustainably expand the national Home-Grown School Meals Programme (HGSMP) into the arid lands. Over a period of just over two years (September 2017 to March 2020), WFP will use the funds to implement a local procurement project to support the school meals programme in Baringo, Turkana, and West Pokot counties of Kenya.
3. The key objectives of the LRP are: (i) Improve the effectiveness of food assistance by improving cost-effectiveness and improving timeliness; (ii) Increase the capacity of traders and school meals procurement committees to effectively and efficiently procure local commodities for school meals, promoting sustainability of school feeding; (iii) Strengthen local and regional food market systems, improving access to culturally-acceptable commodities and connecting them to Government of Kenya home-grown school meals programme; and (iv) Improve nutrition of students by increasing access to and use of various, high quality nutritious and culturally-appropriate foods in school's meals.

### **Methodology**

4. The baseline utilized mixed methods – data review, surveys, key informant interviews, focus group discussions, and observation, and collected both quantitative and qualitative data. Information collected is all directed towards providing situational analysis and baseline figures for the LRPs PMP and providing information on each element of the LRP RF. The baseline and the future endline evaluation use the OECD-DAC<sup>1</sup> international evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact.
  - **Secondary data review:** WFP provided several secondary documents including project documents, LRP monitoring data, and relevant background documents. Additional secondary documents were also collected during the fieldwork.
  - **Quantitative data collection:** The quantitative data collection utilized three assessment tools: a survey of traders (n=54) in Baringo and West Pokot, a survey of Farmer Organizations (FOs) (n = 98) in all three targeted counties, and a survey of 96 LRP schools as well as 96 non-LRP schools for comparison.

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<sup>1</sup> Organisation for Economic Co-operation and Development's Development Assistance Committee

- **Qualitative data collection:** Qualitative data was collected from stakeholders using semi-structured interview guides. In total, 47 key informant interviews were carried out with personnel from WFP, MoE, MoAI, and FOs as well as traders and others.

## **Key baseline findings**

### **Trader survey**

- Most traders in Baringo already have experience in providing commodities to schools. However, in West Pokot significantly less traders ( $p < 0.05$ ) reported a having business licence and low percentage of traders with business registration certificates were found in both counties. Both these documents are required for the government procurement process and are specified as mandatory in the HGSMIP Implementation Guidelines.<sup>2</sup>
- Traders reported that the majority of their commodities are purchased from small scale famers outside the county. No trader said they buy from FOs.
- Traders ranked “limited market” and high transport costs as the main barriers to grain trading in general. Traders identified similar barriers to purchasing from local farmers: low volumes produced, the price and the high transport costs.

### **FO survey**

- Prior to the LRP, WFP has been working with local farmers in Turkana County for several years to aggregate them into FOs. This aggregation enables smallholder farmers to better share information, aggregate produce and therefore increase their ability to supply on an ongoing basis. In contrast, Baringo and West Pokot FOs only started receiving WFP support in 2017 through funding from the LRP.
- The majority of surveyed FOs reported producing maize, while production of their other commodities differed by county. In all three counties, FO member’s households consume around half their production.
- Most of the FOs in Baringo and all the FOs in West Pokot reported selling some of their commodities in 2017, as did 50 percent of FOs in Turkana.
- The total volume of commodities sold by Baringo FOs in 2017 was 2,020.4MT from maize, beans, other vegetables, fruit and millet, with a total estimated value of KES 16,974,366 (USD 169,744). Turkana FOs reported a total sale volume of 176 MT from the sale of sorghum, cowpeas, maize, maize/sorghum blended flour and one FO selling a large volume (7.8MT) of assorted vegetables. The total estimated value of sales was KES 14,707,250 (USD 147,073). In West Pokot, FOs reported a total volume 9,334.3MT from sales of maize and beans, with an estimated total value of KES 24,433,000 (USD 244,433).
- FOs in Baringo and West Pokot reported that the main reasons they do not aggregate commodities for sale was lack of awareness and inadequate production. The most critical problems for selling commodities on behalf of members as reported by the FOs were the limited consumer demand, their inability to meet quality demands, and the poor transport infrastructure. A quarter of FOs in each county reported that they take measures to improve the quality of their commodities.

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<sup>2</sup> Republic of Kenya (2016) Home Grown School Meals Programme Implementation Guidelines. World Food Programme.

## School survey

- As a result of the 2017 drought all the LRP schools have been receiving in-kind food rather than transitioning to the HGSMP as intended. In Baringo and West Pokot, LRP schools received commodities from the MoE, while Turkana LRP schools received commodities from WFP. Non-LRP comparison schools continued receiving their food either through the HGSMP (Baringo and West Pokot) or through cash transfers to schools (Turkana).
- The school survey found that 19.8 percent of LRP schools and 57.3 percent of non-LRP schools received their food before the start of the Term 1. For the schools receiving their food late, the average delay was 16 days in LRP schools, and six days in non-LRP schools. Interviews with MoE personnel indicate that the food delivery to LRP schools was delayed due to lack of transport to move food from the county/sub-county warehouses to the schools.
- 60 percent of surveyed schools reported that they provided a school meal every school day during Term 1, 2018. Overall, a larger percentage of non-LRP schools reported providing a meal every school day during Term 1, 2018 although the difference was not statistically significant ( $p > 0.05$ ).<sup>3</sup>
- None of the surveyed schools reported using any drought tolerant crops (sorghum, cowpeas, green gram or millet) primarily due to their higher prices. For Term 1, 2018 the non-LRP comparison schools reported using one school meal menu of maize, beans, oil and salt. LRP schools had more diverse menus due to the commodities provided by the MoE.

## Conclusions

5. **Relevance:** The LRP offers an important opportunity to ensure that the targeted schools in Baringo, Turkana and West Pokot transition smoothly to the HGSMP. The LRP is coherent with the recently launched National School Meals and Nutrition Strategy (NSMNS) (2017-2022)<sup>4</sup> that outlines the design and implementation of nutrition-sensitive school meals in Kenya. The LRP also aligns with several MoAI strategies and policies including the upcoming national implementation framework to guide and direct procurement by public institutions from smaller holder farmers.
6. **Effectiveness:** The results of the baseline indicate that the LRP activities are likely to result in effective support to LRP schools for transitioning to the HGSMP. This should result in improved cost-effectiveness and timeliness of food assistance to the targeted schools. The inclusion of nutrition activities at school level should also contribute to school personnel having a greater understanding of the importance of dietary diversity for good growth and development. The baseline has however, identified two key challenges to the uptake of more diverse school lunch menus: the price of locally grown, drought tolerant commodities compared with the usual maize and beans, and the preparation that those commodities require.
7. The support provided through the LRP will be critical for enabling local farmers, through FOs, to participate effectively in the school meals market. Currently the FO capacity is low, and many of the targeted FOs do not yet aggregate and sell their members commodities so they will require a significant level of support.

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<sup>3</sup> a). While testing the difference between LRP and non LRP schools, it was established that  $\chi(1) = 3.096$ ,  $p = 0.078$ . This shows that there is no statistically significant association between the school LRP status and provision of lunch. b). Similarly, while testing the difference between different counties, it was established that  $\chi(1) = 5.774$ ,  $p = 0.056$ . This shows that there is no statistically significant association between the county and provision of lunch.

<sup>4</sup> Republic of Kenya (2018) National school meals and nutrition strategy 2017-2022. Ministry of Education, Ministry of Health and the Ministry of Agriculture and Irrigation.

8. **Efficiency:** WFP has put in more than a decade of capacity building efforts for the MoE on HGSMP with positive results. This is the penultimate handover of counties and there is nothing to indicate that the LRP target counties/sub-counties will not also transition smoothly. The baseline finds that the procurement of commodities by traders is done within Kenya with traders in border areas sometimes purchasing from neighbouring markets in Uganda, Ethiopia and Tanzania. Local procurement will be a cost-efficient alternative to international procurement and transport and will result in multiplier effects both for the local economy of the targeted county and for the Kenyan economy.
9. **Impact:** Interviews with key stakeholders were overwhelmingly positive about the change to the HGSMP citing improved timeliness and economic benefits to local communities. The baseline did not identify any potential unintended negative consequences of the LRP.
10. **Sustainability:** The findings of the baseline indicate that some LRP results are likely to be more sustainable than others. Intended results in the schools – the main impact area of the project, are likely to be sustained. However, any progress made with FOs will require ongoing support.

### **Recommendations (in priority order)**

- [Recommendations that may be completed by the end of the LRP implementation period](#)

**Recommendation 1:** WFP and partners should continue to implement the LRP project as per the current agreement (2017-2020) including WFP providing technical support to the MoE and LRP schools as they transition to the HGSMP.

**Recommendation 2:** WFP should undertake additional data collection in LRP schools once they have transitioned to the HGSMP. This should include collection of timeliness and cost data and recalculation of the timeliness and cost-effectiveness scores.

**Recommendation 3:** WFP and the MoAI should ensure that the planned LRP market linkage forums provide opportunities for FOs to meet with local traders.

**Recommendation 4:** WFP should continue to support the development of a framework that supports and prioritizes procurement from local farmers. This may include uncoupling commodities and allowing FOs to provide only the items they grow and not the whole school meals basket.

**Recommendation 5:** WFP and the MoH should collaborate to develop practical guidance for LRP schools on ways to introduce locally-produced drought tolerant crops into their school menus within their limited resources.

**Recommendation 6:** WFP and the MoH should collaborate to ensure that schools receive regular nutrition support since this is a new project area.

- [Recommendations that may take longer to implement than the LRP duration](#)

**Recommendation 7:** WFP should support the MoE to review the HGSMP transfer rate once updated market assessment findings are available for Baringo and West Pokot at end of 2018/Early 2019.

**Recommendation 8:** WFP and the MoAI should continue to support farmers to improve their production capacity.

**Recommendation 9:** WFP should continue to support County Governments to develop and implement food quality and safety strategies for school feeding programmes (including aflatoxin testing).

## 1 INTRODUCTION

1. This report is the baseline for the Local and Regional Food Aid Procurement Project (LRP) (2017-2020) that is supported by the United States Department of Agriculture (USDA) and implemented by WFP Kenya. The baseline is commissioned by WFP Kenya Country Office.
2. As per the evaluation's Terms of Reference (ToR) (Annex 1) the baseline is intended to enable future programme evaluation by laying the foundation for an endline evaluation that will assess the project's relevance, effectiveness, efficiency, sustainability, and impact. The baseline is guided by the WFP/USDA Results Framework (Annex 2) and will provide a situational analysis of the beginning of the project and baseline values for the indicators in the Performance Monitoring Plan (PMP). Lastly, the baseline is intended to help identify potential challenges to project implementation and provide recommendations for overcoming these and for optimizing project implementation and monitoring. This will help to validate the project design and ensure better implementation.
3. The baseline was carried out by a team of independent consultants in collaboration with the WFP project implementation team and independent enumerators. As per the ToR, the baseline is intended to serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** – The baseline will provide the donor with an impartial assessment of the situation at the start of the project. The baseline will also assess and report on the baseline values of WFP's LRP Project upon which performance of the programme will be measured at the final evaluation.
  - **Learning** – The baseline will develop a programme evaluation design laying the foundation for final evaluation to measure the performance of the programme.

### 1.1 Overview of the baseline subject

4. In September 2017 WFP Kenya received a grant of USD 1 million from the United States of Department of Agriculture (USDA) to support the Government of Kenya's effort to sustainably expand the national Home-Grown School Meals Programme (HGSM) into the arid lands. From September 2017 until March 2020 WFP will use the funds to implement a local procurement project to support the school meals programme in Baringo, Turkana, and West Pokot counties of Kenya.
5. The LRP will strengthen local procurement by increasing the involvement of local farmers and local traders into the food assistance for schools. The project will be implemented in collaboration with the Ministry of Education (MoE) and the Ministry of Agriculture and Irrigation (MoAI), and with the Ministry of Health (MoH). The relationships between the key stakeholders in the agriculture, education and health sectors for this project are illustrated in Annex 3.
6. The key objectives of the LRP are: (i) Improve the effectiveness of food assistance by improving cost-effectiveness and improving timeliness; (ii) Increase the capacity of traders and school meals procurement committees to effectively and efficiently procure local commodities for school meals, promoting sustainability of school feeding; (iii) Strengthen local and regional food market systems, improving access to culturally-acceptable commodities and connecting them to Government of Kenya home-grown school meals programme; and (iv) Improve nutrition of students by

increasing access to and use of various, high quality nutritious and culturally-appropriate foods in school's meals.

### **1.1.1 Programme activities**

7. The above objectives will be achieved through a broad set of activities and inputs as outlined in the ToR and including the following:
8. **Assessment and mapping of local food systems and value chains:** WFP will support the government to conduct market assessments of local value chains in Baringo and West Pokot sub-counties. WFP will also support the government to conduct value chain analyses to identify and map locally produced commodities and local agricultural production that are well-positioned to participate in the structured demand markets created by the HGSMP. Building upon the Cash Transfers to Schools (CTS) market assessments, the value chain analyses will focus on the availability, costs and future potential of local, nutritious, and culturally-acceptable food to become part of the HGSMP food basket.
9. **Capacity building for national and county institutions:** WFP will work in partnership with the MoE to train school teachers, parents, and education officers in Baringo and West Pokot on the HGSMP's CTS model in order to enhance accountability and transparency in school-based food procurement process. WFP and MoE will establish a monitoring and oversight plan in Baringo and West Pokot. WFP will also support the development of the Government of Kenya's national implementation strategy to guide direct local procurement from smallholderfarmers by government institutions.
10. **Capacity strengthening for suppliers:** WFP will train local farmer organizations (FOs) and traders in Baringo and West Pokot on the key requirements for becoming suppliers to the HGSMP. WFP will partner with the MoE, MoAI, and MoH to conduct market linkage forums in Baringo and West Pokot, which will provide an opportunity for potential suppliers to interact with school meals procurement committees (SMC) and provide the SMC an opportunity to coordinate with suppliers to adjust the HGSMP food basket based on locally-available products.
11. **Develop school meals menus using local and nutritious produce:** WFP will support schools to develop, use, and promote diverse school meals menus based on locally-produced, nutritious, and drought-tolerant crops, including sorghum, millet, and cowpeas, in Baringo, West Pokot, and Turkana. WFP will analyse the nutrient profile of the selected crops and incorporate them into the school meal basket for select schools, ensuring that the newly diversified school meal basket is culturally-acceptable and still meets the nutrient requirements for primary school children. WFP will also develop a training curriculum and related materials and tools for government officials, school administrators, and school meals procurement committees on how to increase the dietary diversity of the school meal basket to with locally-produced crops.
12. **Procure locally-produced, drought-tolerant crops:** WFP will pilot the local procurement of sorghum and cowpeas for schools in Turkana supported under McGovern-Dole Program Agreement No. FFE-615-2016-014-00<sup>5</sup>. WFP will procure these locally-produced, drought-tolerant crops using forward delivery contracts and

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<sup>5</sup> Agreement between USDA/McGovern-Dole and World Food Program Kenya to implement the International Food for Education and Child Nutrition Program (2016-2018).

direct contracts issued to six farmer organizations in Turkana County. The locally-procured sorghum and cowpeas will diversify the existing food basket, by replacing a portion of the bulgur wheat and green split peas provided under McGovern-Dole Program Agreement No. FFE-615-2016-014-00 for two days per week (20 days per term) for two school-terms.

### 1.1.2 Project locations and beneficiary numbers:

13. The LRP is implemented in support of the school meals programme implemented in 382 primary schools in Baringo, Turkana and West Pokot counties. The LRP will be implemented in four sub-counties as shown in Table 1. The LRP focus counties were selected by WFP through consultation with the Government of Kenya and based upon the handing over of semi-arid and arid counties to the Government of Kenya's HGSMF. All the targeted LRP schools were handed over to the HGSMF in September 2017. However due to the drought, the government took the decision to keep the targeted schools on in-kind assistance until food prices reduced. More information on this can be found ahead in the survey findings.

**Table 1: LRP locations**

County	Sub-county	No. LRP targeted schools
Baringo	East Pokot (Tiaty)	125
Turkana	South Turkana & East Turkana	130
West Pokot	North Pokot	127
<b>Total</b>		<b>382</b>

14. In addition to the 382 primary schools and their personnel, the LRP will support local farmers and Farmer Organizations (FOs) and local traders. Participation in the LRP by traders and FOs is voluntary and WFP has an ongoing recruitment process. As a result, final numbers are subject to change. For the purpose of this report, the latest figures as of May 2018 have been used i.e. 98 FOs and 54 traders (Table 2). Each of the targeted FOs and traders are working in the vicinity of the 382 targeted primary schools. WFP has previously worked with 6 of the FOs in Turkana while all the other FOs are new programme partners/beneficiaries.

**Table 2: Number of primary schools, Farmer Organizations and traders participating in the LRP, by county**

	Baringo	Turkana	West Pokot	Total
Primary schools	125	130	127	<b>382</b>
Farmer organizations	46	36	16	<b>98</b>
Traders	13	--	41	<b>54</b>

## 1.2 Context

15. Kenya currently ranks 146 out of 188 on the 2016 Human Development Index<sup>6</sup>, and was officially classified as a “middle-income” country in September 2014.<sup>7</sup> Kenya has a population of 48.46 million, the majority of whom live in rural areas. It also has the largest, most diversified economy in East Africa; the average Gross Domestic Product (GDP) per capita is US\$1,143.10 per annum.

<sup>6</sup> UNDP (2016) Human Development Report: Human development for everyone. United Nations Development Programme. New York. (using 2015 data)

<sup>7</sup> <http://devinit.org/#!/post/kenya-joins-middle-income-club>

16. **National agriculture sector:** The agriculture sector plays a vital role in the rural economy, directly contributing 26 per cent of the GDP and another 27 per cent of GDP indirectly through linkages with other sectors.<sup>8</sup> Agriculture employs more than 40 per cent of the total population and more than 70 per cent of Kenya's rural people. The sector also accounts for 65 per cent of the export earnings, and provides the livelihood (employment, income and food security needs) for more than 80 per cent of the Kenyan population. However, only about 20 percent of Kenyan land is suitable for farming, and even in arable areas, maximum yields have not been achieved, leaving considerable potential for increases in productivity.
17. The sector is also the main driver of the non-agricultural economy including manufacturing, providing inputs and markets for non-agricultural operations such as building/construction, transportation, tourism, education and other social services. Agricultural policy reform is one the seven flagship projects to be implemented under Vision 2030<sup>9</sup>, which outlines the Government of Kenya's development direction.
18. **Food security:** The achievement of national food security is a key objective of the agricultural sector. In the last decade the country has faced severe food insecurity problems. Official estimates indicate over 10 million people are food insecure. The current food insecurity problems are attributed to several factors, including the frequent droughts in most parts of the country, high costs of domestic food production due to high costs of inputs especially fertilizer, displacement of a large number of farmers in the high potential agricultural areas following the post-election violence which occurred in early 2008, high global food prices and low purchasing power for large proportions of the population due to high level of poverty.<sup>10</sup>
19. The 2017 Global Hunger Index gives Kenya a score of 21<sup>11</sup>, which is an improvement from 2015's score of 24 but higher than the average score for the previous 5-year period (2010-2014) of 18.
20. **Education:** The Government of Kenya re-introduced the policy of primary education free of all fees in 2003<sup>12</sup> with a view to achieving universal primary education and the goal of "Education for All". This policy was aimed to reverse declining enrolments, correct the regional disparities, social economic and gender imbalances in formal education, and ensure access to basic education for all children.
21. The Kenya Education Sector Support Programme (KESSP) 2005-2010<sup>13</sup> outlined a comprehensive development programme in education, including school feeding, health, and nutrition programmes. Since then net enrolment figures for primary school and pre-school have significantly increased. The current National Education Sector Plan (NESP) 2013-2018<sup>14</sup> builds on the successes and challenges of the KESSP. The plan is an all-inclusive, sector-wide programme whose prime goal is quality basic education for Kenya's sustainable development.

<sup>8</sup> <http://www.fao.org/kenya/fao-in-kenya/kenya-at-a-glance/en>

<sup>9</sup> <http://www.vision2030.go.ke>

<sup>10</sup> <http://www.foodsecurityportal.org/kenya/food-security-report-prepared-kenya-agricultural-research-institute>

<sup>11</sup> 0= no hunger, 100= worst hunger

<sup>12</sup> Free primary education was first introduced in Kenya in 1974 when the government at the time abolished the school fees for Standards 1 to 4. The elimination of school fees was extended to Standards 5 to 7 in 1978. Subsequently, it was reintroduced in 1979 and most recently in 2003.

<sup>13</sup> Republic of Kenya (2005) Kenya Education Sector Support Programme (KESSP) 2005-2010. Delivering quality, equitable education and training to all Kenyans.

<sup>14</sup> Republic of Kenya (2014) Education Sector Plan (2013-2018): Volume 1 - Basic Education Programme Rationale and Approach 2013/2014 – 2017/2018. Ministry of Education Science and Technology.



22. **Characteristics of the LRP counties:** The three LRP counties: Baringo, Turkana and West Pokot are all located in the north-western part of Kenya within the Rift Valley region (see Map 1) and all are classified as arid.
23. People in Turkana County are mainly pastoralist and outside of small-scale crop production for household consumption, commercial crop production centres on irrigation. Livelihoods fall within the North-western pastoral zone and the North-western agro-pastoral zone around the irrigation schemes. Baringo and West Pokot Counties have a more agro-pastoralist profile falling within the Western agro-pastoral zone while the north of Baringo falls into the North-western pastoral zone.
24. Local crop farmers have limited opportunities to participate in the local markets due to several production challenges including high input costs, high transport costs and the presence of disease/pests. This means it is difficult for local farmers to compete with products coming from more productive areas. A more detailed description of the market functionality in the three LRP targeted counties can be found ahead in the findings section.
25. **School meals programming:** WFP and the MoE have jointly implemented a school meals programme in Kenya since 1980, targeting the most food-insecure counties with the lowest enrolment and completion rates and high gender disparities. Initially, school meals used an in-kind modality with food commodities provided directly by international donors including the USDA/McGovern-Dole. In 2009, the Government of Kenya started a national HGSMP to provide meals to children at school sourced from local farmers. The HGSMP stimulated local agricultural production through purchase of food from smallholder farmers and local traders.
26. USDA/McGovern-Dole has supported school feeding programmes in Kenya since 2004. By November 2017 USDA had committed US\$130 million in food to support school feeding programmes throughout the country. United States contributions alone equalled between 35 percent and 75 percent of all WFP's commitments to school feeding programme since 2004 for different years. This generous support from McGovern-Dole and other donors has enabled WFP to engage fully with the Government of Kenya on the benefits of school feeding, whilst developing the capacity of the government to take over ownership of the programme in a number of areas including; procuring food locally, thus stimulating local economies; raising awareness on the importance of education; building a rehabilitating school kitchens, storage and sanitation facilities; raising awareness on nutrition; raising awareness on hygiene and sanitation, such as handwashing and promoting food safety and quality.
27. WFP supports the transition to the HGSMP by providing technical and financial support directly to schools in transition for a period of two years. This includes strengthening food procurement systems, accountability, transparency and local markets. This is done through a combination of technical guidance, training, joint missions and exchange of staff to build national capacity in procurement, data collection, reporting, monitoring and evaluation, and programme management.
28. Capacity development has been a cornerstone of WFP's support and as a result of this long collaboration and the attainment of middle-income country status in 2014, in April 2017 the Cabinet Secretary (MoE) declared during the Third Continental Consultation on Home Grown School Feeding in Africa that the Government of Kenya was ready for the full responsibility of the SMP in Kenya, and that full handover of WFP-supported schools to the HGSMP would occur by the end of June 2018.

*“Today, the Government of Kenya supports 1.1 million children, while the World Food Programme caters for 500,000 children in Kenya” the Cabinet Secretary stated. He further added that Kenya intends to fully finance its Home-Grown School Feeding Programme from 2018.<sup>15</sup>*

29. The timing of the handover is an accelerated transition compared to previous plans and comes alongside an increasing government budget allocation to school feeding from KES 850 million in 2016, to KES 2.5 billion currently. The MoE is also expecting a further increase next financial year to 3.4 billion KSh (USD 3.4 million). This transition is consistent with reducing WFP funding to the school meals programmes.
30. **2017 drought:** Below average performance of the 2016 short and long rains led to a severe drought in the arid and semi-arid lands of Kenya including the three LRP targeted counties, with Turkana and Baringo among the worst-affected areas. As a result of the drought, food prices rose, and it was estimated that 2.7 million people needed relief assistance. In February 2017, the President of Kenya declared the ongoing drought a national disaster and called for international support. As a result of the increased food prices, the MoE decided that the LRP targeted schools in Baringo and West Pokot would not transition to the HGSMF on the original schedule but instead would receive in-kind commodities from the government’s central stores as part of the drought response.

### 1.3 Methodology

31. The baseline utilized mixed methods and collected both quantitative and qualitative data. Information collected is all directed towards providing situational analysis and baseline figures for the LRPs PMP and providing information on each element of the LRP RF. The OECD-DAC<sup>16</sup> international evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact will be used as the basis of the key questions for both the baseline and future endline evaluation. Table 3 outlines some of the key questions under each of these criteria as per the ToR. The table has been expanded into a full evaluation matrix, which can be found in Annex 4.

**Table 3: Key baseline questions**

Criteria	Baseline questions
Relevance	<ul style="list-style-type: none"> <li>• Determine if the LRP project design is relevant and coherent with key policies and strategies and identify any critical shortcomings.</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>• What are the baseline values for each of the standard and custom indicators for the program?</li> <li>• Are the farmers/traders able to access the school procurement process? Identify barriers if present.</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>• What are the baseline values of cost and timeliness of the intervention?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• What are the possible unintended outcomes, either positive or negative? Is the project taking into consideration an appropriate mitigation strategy?</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Identify any challenges that emerge from the baseline that could affect the sustainability of the programme to what extent is it likely that the benefits of the project will continue after the end of the project?</li> </ul>

<sup>15</sup> <https://au.int/en/pressreleases/20170606/african-union-commission-and-world-food-programme-promote-home-grown-school>

<sup>16</sup> Organisation for Economic Co-operation and Development’s Development Assistance Committee

32. The main data collection methods for the evaluation are:
- Secondary data review including review of reports, monitoring data and other information as relevant.
  - Collection of qualitative data: Using interviews and focus group discussions with key stakeholder including WFP personnel, MoE, school personnel, FO representatives and traders and others
  - Collection of quantitative data: Using questionnaires/surveys collected from traders, FOs and a matched sample of LRP and non-LRP primary schools. The school survey also includes observation of the school's food storage areas.

### **1.3.1 Data collection**

33. **Secondary data review:** WFP made a number of secondary documents available including project documents, LRP monitoring data, and relevant background documents. Additional secondary documents were also collected during the fieldwork. The full list of documents used can be found in the bibliography.
34. **Quantitative data collection:** The quantitative data collection utilized three assessment tools: a survey of traders, a survey of FOs, and a survey of schools (SMC or responsible teacher). Although the targeted schools are the primary unit of analysis, inclusion of the FO and trader surveys will help provide a basis of understanding of the current state of the local market and the current linkages between smaller holder farmers, traders and schools. Once they are replicated at endline, the results will help provide an understanding as to why the intended results have been achieved in the schools. Each of the quantitative tools can be found in Annex 5. A brief summary of the areas covered by each tool is provided below:
- **Trader survey:** Ability of traders to participate in tenders, issues with food procurement and linkage to smaller holder farmers [Related to A5, LRP 1.3.2.3, LRP 1.3.2 and LRP 1.3.3 of the RF]
  - **FO survey:** Ability to produce drought tolerant crops and the value and volume of sales to schools [Related to A5, LRP 1.3.2.3, LRP 1.3.2 and LRP 1.3.3 of the RF]
  - **School survey:** Timeliness and cost-effectiveness procurement of food commodities for school meals, utilization of nutritious and culturally acceptable food. [Related to LRP 1.1, LRP 1.2 and LRP 1.3 of the RF]
35. **Trader and FO surveys:** The WFP project implementation team was responsible for collecting the data for the trader and FO surveys as they require a larger data set for project monitoring. The questionnaire that was used for these two surveys have therefore been designed by the WFP team. The LRP Baseline Team was then given access to the data sets and has included a full analysis of the trader survey in this report.
36. For the FO survey, the baseline team has concentrated on analysing the sections of the questionnaire that are most relevant to answering the baseline questions: Section B: Production, Section D: Marketing, Section F: Training. Table 4 provides a breakdown by county of the 98 FOs and 54 traders that have participated in the baseline surveys.

**Table 4: Number of Farmer Organizations and traders participating in the baseline survey, by county**

County	Farmer Organizations	Traders
Baringo	46	13
Turkana	36 <sup>17</sup>	--
West Pokot	16	41
<b>TOTAL</b>	<b>98</b>	<b>54</b>

37. **School survey:** The baseline team, along with a team of independent enumerators were responsible for the data collection of the school survey. The school survey included questions specifically for the measurement of the LRP PMP, using Term I, 2018 as the starting point. It also included observation of the presence of food for the start of Term II. In total, 192 schools were surveyed, 96 LRP schools (cases) and 96 non-LRP schools for comparison (Table 5).

**Table 5: Number of LRP and non-LRP schools surveyed, by county**

County	LRP Schools	Non -LRP Schools	Total
Baringo	29	29	<b>58 (30.2%)</b>
Turkana	34	34	<b>66 (34.4%)</b>
West Pokot	33	33	<b>68 (35.4%)</b>
<b>TOTAL</b>	<b>96</b>	<b>96</b>	<b>192 (100%)</b>

38. The full list of LRP and non-LRP schools surveyed can be found in Annex 6, and a detailed description on how the sampled schools were chosen and matched can be found in Annexes 7 and 8.
39. **Qualitative data collection:** The Team Leader was responsible for the collection of qualitative data using the semi-structured interview guides found in Annex 9. Table 6 provides a summary of the location and persons interviewed. In total, 47 key informant interviews were carried out with personnel from WFP, MoE/County level Department of Education (DoE), MoAI/Country level Department of Agriculture and Irrigation (DoAI), and FOs as well as traders and others. The full key informant list is in Annex 10.

**Table 6: Summary of key informants interviewed**

	Nairobi+	Baringo	Turkana	West Pokot	Total
Ministry/Department of Education (including teachers)	1	5	4	5	<b>15</b>
Ministry/Department of Agriculture and Irrigation	1	2	1	—	<b>4</b>
WFP	9	1	2	1	<b>13</b>
FO members	—	1	8	—	<b>9</b>
Traders	—	2	2	—	<b>4</b>
USDA	1	—	—	—	<b>1</b>
Independent	1	—	—	—	<b>1</b>
<b>TOTAL</b>	<b>13</b>	<b>11</b>	<b>17</b>	<b>6</b>	<b>47</b>

40. **Data collection schedule:** The quantitative data collection was conducted at different times, depending on the survey and county.

<sup>17</sup> Data collected in November/December 2017

- Trader survey: April 2018
  - FO survey: Turkana – November/December 2017, Baringo and West Pokot – April 2018.
  - School survey: May 2018.
41. The qualitative data collection was conducted concurrently with the school survey in May 2018. Enumerator training for the school survey was conducted during the first week of May so that the school survey could be done at the start of Term II, 2018 (May 7-18). The full survey timeline can be found in Annex 11.

### **1.3.2 Enumerator selection and training**

42. To ensure independence and impartiality in data collection, the school survey utilized a team of 15 independent enumerators.<sup>18</sup> Training of the enumerators was done from 2-4 May 2018. The training included: the purpose of the survey, methods and tools to the enumerators, data entry using mobile devices, as well as ethical considerations and procedures for reporting. The survey tools were also field-tested during the training to provide enumerators with the opportunity to practice the survey, test the digital data collection platform and provide feedback on changes to the questionnaire. This feedback was then incorporated to form the final tools for data collection and to make the final adjustment to the data collection tool on the digital platform. The baseline team's Research Specialist, with support from WFP, was responsible for the enumerator training and for the school survey data collection. This included systematically checking the accuracy, consistency and validity of collected data and information and acknowledged any limitations/caveats in drawing conclusions using the data.
43. Data collection was completed in Turkana County as planned over 6 days. However, security concerns after a banditry attack in Marigat areas of Baringo County meant that the fieldwork could not commence on schedule in that location. The Baringo and West Pokot teams therefore worked together in West Pokot for three days. Both the teams were then dispatched to Baringo for two days once security had improved. Each team then completed their own counties over a two-day period. In total therefore, the work in West Pokot and Baringo Counties was completed over 7 days.
44. Both the WFP project implementation team and the baseline team ensured that all the traders, FOs, schools and key informants were informed in advance of the study. The teams also sought consent from all informants and emphasized the voluntary nature of the study and the confidential nature of all information that was provided.

### **1.3.3 Data analysis**

45. Data analysis was done using STATA version 14, SPSS version 24 and MS Excel. The analytical path took a funnel approach through the following progressive steps: descriptive statistics; associational analyses as well as significance testing; and computation of indices. Specific analyses included the following: Levene's test to measure the equality of variances between LRP and non-LRP schools as well as between the different counties; Chi square test of independence was used to assess the statistical significance of the relationship between categorical variables based on the corresponding p-values. For instance, Chi-Square tests of independence were

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<sup>18</sup> Turkana (6); Baringo (4); West Pokot (5)

carried out to test the statistical difference between LRP and non-LRP schools as well as differences within counties in the provision of lunch.

46. Data on the traders is being captured by WFP on a rolling basis after the traders participate in procurement training. At baseline therefore, the trader survey sample for the baseline is small (54 traders). Given the small sample size and skewed distributions among the groups, non-parametric tests were used for data analysis that are free from homoscedasticity assumptions.<sup>19</sup>
47. The endline results of the project will be computed using multivariate statistical analyses. This approach will help in computing the performance of the intervention while controlling for both direct and indirect factors that may explain the variance in the intervention at the endline relative to baseline. The baseline team have developed three indices/scores using multiple variables around the three constructs that correspond to the three main outcomes of the Results Framework: improved cost-effectiveness, timeliness and nutrition. These indices will then be summed to give the unit for impact measurement at school level: Impact Score. Details on the calculation of these scores can be found in Annex 12.

#### **1.3.3.1.1 Limitations**

- Following the drought, the government provided in-kind food assistance to the LRP schools that were handed over in September 2017. This means that the LRP indicators of timeliness, cost-effectiveness is affected since the LRP and the non-LRP comparison schools were not implementing the same modality of SMP (HGSMP) at baseline as intended. The WFP Kenya office will therefore need to collect additional data once LRP schools' transition to the HGSMP.
- The collection of data from FOs in the three counties have been done at different times and using slightly different questionnaires. As a result, some information is not available for all three counties.

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<sup>19</sup> Kendall's tau\_b

## 2 BASELINE FINDINGS

### 2.1 Is the LRP design relevant and coherent with key policies and strategies?

48. WFP has supported the development of key school meal related policies and strategies in Kenya for decades and have been integral in supporting the MoE to transition schools from in-kind food assistance to the government's HGSMP. Most recently WFP supported the development of the National School Meals and Nutrition Strategy (NSMNS) (2017-2022)<sup>20</sup> that outlines the design and implementation of nutrition-sensitive school meals in Kenya. Among other objectives, the NSMNS highlights the need to *"increase awareness and intake of locally available and nutritious foods among school children and their communities,"* and aims to *"strengthen governance and accountability in implementing school meals and nutrition programmes."* The LRP aligns well with both these objectives.
49. The NSMNS is also a collaboration between the MoE, the MoAI and the MoH. The NSMNS and the LRP both signify the start of greater collaboration between the MoE and MoAI on the national school meals programme. The LRP also marks the starting point for increased involvement of the county level nutrition teams into the HGSMP. This is appropriate and aligns with the handover to the Government of Kenya.
50. Interviews with MoAI personnel at national and county levels indicate that the LRP also strongly links to existing and upcoming MoAI strategies, policies and frameworks including the National Agribusiness Strategy<sup>21</sup>, the Agricultural Sector Development Strategy<sup>22</sup>, and the National Food Security and Nutrition Policy.<sup>23</sup> The LRP also aligns with their ongoing work to promote local and drought tolerant crops, and on their overall work on supporting local farmers. In turn this links to the upcoming national implementation framework supported by WFP under the LRP to guide and direct procurement by public institutions from smaller holder farmers.
51. The LRP is also coherent with previous work that WFP has done in collaboration with the MoAI to support farmers and traders, including the now completed Purchase for Progress (P4P) and the Agriculture, Market Access and Linkage (AMAL) project that is ongoing in Turkana County. Although the LRP marks the start of WFP support for farmers in Baringo and West Pokot, it links closely with asset creation projects implemented in recent years for which WFP has worked closely with national and county government technical staff and cooperating partners and communities to design and implement asset creation projects that harness rainwater for domestic use and crop/livestock production purposes.
52. The LRP is also coherent with the new WFP Kenya Country Strategic Plan (CSP) (2018-2023) which is based on the national zero hunger strategic review and aligned with the Government of Kenya's Vision 2030 and Third Medium-Term Plan. The CSP focuses on food systems through the development and modelling of integrated solutions along the food production, transformation and consumption chain that can be scaled up by the Government and the private sector. The CSP also aligns with the United Nations Development Assistance Framework.

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<sup>20</sup> Republic of Kenya (2018) National school meals and nutrition strategy 2017-2022. Ministry of Education, Ministry of Health and the Ministry of Agriculture and Irrigation.

<sup>21</sup> Republic of Kenya (2012) National Agribusiness Strategy. Agricultural Sector Coordination Unit (ASCU).

<sup>22</sup> Republic of Kenya (2009) National Agricultural Sector Development Strategy 2009-2020.

<sup>23</sup> Republic of Kenya (2011) National Food Security and Nutrition Policy. Agricultural Sector Coordination Unit (ASCU).

53. Overall, the baseline results indicate that the LRP complements the HGSMP, and aligns well with key Government of Kenya policies, strategies and framework, as well as WFP's own policies and with the direction of other United Nations actors in Kenya.

## **2.2 Findings from market assessments**

54. One of the activities of the LRP is to undertake market assessments including mapping local food systems and value chains in all three target counties to better understand the market capacity and the availability of locally grown products that could be used to enhance the school meals menus. The results of the assessments will help determine which crops are appropriate to promote as well as helping the project implementation team understand the barriers and opportunities for supporting local farmers in the target counties. In addition, the market assessments will provide some advocacy information on pricing the school meals basket in the target counties. This information will then contribute to the review of the HGSMP transfer values planned by the MoE for next financial year.
55. To date, under the LRP, WFP in collaboration with the MoAI has conducted a value chain analysis (VCA) in Turkana County<sup>24</sup>. Another VCA is planned for later in 2018 in Baringo and West Pokot Counties. Although the VCA of the markets in Baringo and West Pokot have not yet been conducted, previous WFP market assessments in those counties in 2016 have been utilized for this baseline to help provide an overview of the market capacity in the counties. The following section provides a short summary of the key market assessment findings to provide context for the baseline trader and FO survey findings described ahead.

### **2.2.1 Baringo**

56. The 2016 market assessment in Baringo<sup>25</sup> found that in general the supply chain in the main markets is well structured, enabling a consistent supply of food commodities year-round. Good road infrastructure between main centres enables a flow of commodities from surplus areas within Kenya and across the Ugandan and Tanzanian borders. However, in more remote areas the supply chain is not well structured, and markets are not well integrated. There are also fewer actors and limited interactions between actors. Coupled with poor road and communication infrastructure, occasional conflict, heavy rains, inadequate transport and storage facilities, markets sometimes have a constrained flow of food commodities. The majority of the markets in East Pokot sub-county (targeted under the LRP) fall into the remote category.

### **2.2.2 Turkana**

57. A WFP market assessment in Turkana County in 2015<sup>26</sup> found that with the exception of the cereal and products produced in the irrigation schemes, within Turkana County most of the other commodities supplied to the markets - cereals, vegetables, fruits and processed foods - are sourced from markets in the surplus producing areas of Kenya or from Nairobi. This remains the case today.

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<sup>24</sup> Nzuma, J (2018) A value chain analysis of priority commodities for food and nutrition security in Turkana County, Kenya. Draft final report. March 2018.

<sup>25</sup> WFP et al (2016) Baringo County (East Pokot and Marigat sub-counties) Market Assessment. World Food Programme, Baringo County Government, NDMA and World Vision. Kenya

<sup>26</sup> WFP (2015) Agriculture markets and food supply chain rapid assessment – Turkana County. May 2015.



58. The 2018 Turkana VCA<sup>27</sup> specifically looked at the value chain of four commodities: sorghum, cowpeas, goat meat and poultry to determine if there was a marketable surplus that could link to school meals or other stable demand markets in the county. The assessment found that the only surveyed product that is produced in surplus is goat meat. There is a deficit of all the other surveyed crops – sorghum, cowpeas and poultry and as a result, the prices are high.

*“Turkana County produces surplus goat meat but has huge consumption deficits in sorghum, cowpeas and poultry. Crop production is only feasible under irrigation and as a result most of the crops consumed in the County are sourced from external markets.”<sup>28</sup>*

59. However, the VCA goes on to say that since devolution,<sup>29</sup> “there are growing opportunities for farmers to sell their commodities to urban populations and county government institutions. In addition, the presence of refugees in Kakuma and Kalobeyi offers a great market opportunity for crop and animal producers.” To date, local farmers have not been able take advantage of these market opportunities due to a number of reasons including lack of awareness and uncompetitive pricing.<sup>30</sup>

### **2.2.3 West Pokot**

60. The 2016 West Pokot market assessment<sup>31</sup> found sufficient marketable surplus of maize to satisfy market requirements. Sorghum production was low despite the good growing conditions with farmers citing lack of large-scale buyers as the key disincentive for increasing sorghum production. The assessment also identified several challenges to increased production including poor post-harvest handling practices and insufficient use of modern technology. There was also low awareness of quality issues, and storage capacity was a key post-harvest handling challenge to all farmers. It was noted that farmers in West Pokot do not do group marketing. Farmers face marketing challenges, especially on storage, grain quality, transportation cost and low market prices. Other key challenges in marketing are lack of reliable market information, poor infrastructure (including roads, transport and storage) and distance from the farms/group stores to the markets.

## **2.3 Findings from the trader survey**

61. The involvement of local traders in the LRP is voluntary, based solely on interest expressed. WFP has undertaken community awareness activities in all three LRP targeted counties to alert traders to the handover of additional schools to the HGSMF and of training opportunities regarding the required procurement process. Since participation in the tendering process of HGSMF is not dependent on having WFP training this voluntary targeting is an appropriate methodology. Interviews with traders indicate that other agencies including government and non-government organizations (NGOs) have previously conducted training on the government procurement process, so not all traders will need additional training from WFP.

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<sup>27</sup> Nzuma, J (2018) A value chain analysis of priority commodities for food and nutrition security in Turkana County, Kenya. Draft final report. March 2018.

<sup>28</sup> Ibid.

<sup>29</sup> In 2010, the Government of Kenya changed the constitution and commenced a process to devolve power, resources and representation down to the local level. To this end, various laws were enacted by Parliament to create strategies for the implementation framework and the adoption on which objectives of devolution can be achieved.

<sup>30</sup> Nzuma, J (2018) A value chain analysis of priority commodities for food and nutrition security in Turkana County, Kenya. Draft final report. March 2018.

<sup>31</sup> WFP et al (2016) West Pokot County agricultural markets rapid assessment. June 2016.

62. The following survey data is captured by WFP on a rolling basis after traders participate in procurement training. Table 7 shows the demographic characteristics of the surveyed traders: 13 from Baringo and 41 from West Pokot. Women make up just under half the sample (46.3%). The age and educational details of the surveyed traders can be found in Annex 13. Most traders (both male and female) have primary or secondary level education, with 22 percent overall reporting diploma or degree level education.

**Table 7: Personal characteristics of surveyed traders, by county**

		Baringo	West Pokot	Total
Number of surveyed traders	Total	13	41	54
Gender	Male	7	22	29 (53.7%)
	Female	6	19	25 (46.3%)

63. Table 8 provides information about the traders' businesses. Overall, the time that traders had been in business, and the number of employees were similar between counties. The main difference was the proportion of traders reporting having business licences – significantly less in West Pokot ( $p < 0.05$ ) – and the low percentage of traders with business registration certificates in both counties.<sup>32</sup> Both these documents are required for the government procurement process and are specified as mandatory in the HGSMMP Implementation Guidelines.<sup>33</sup>

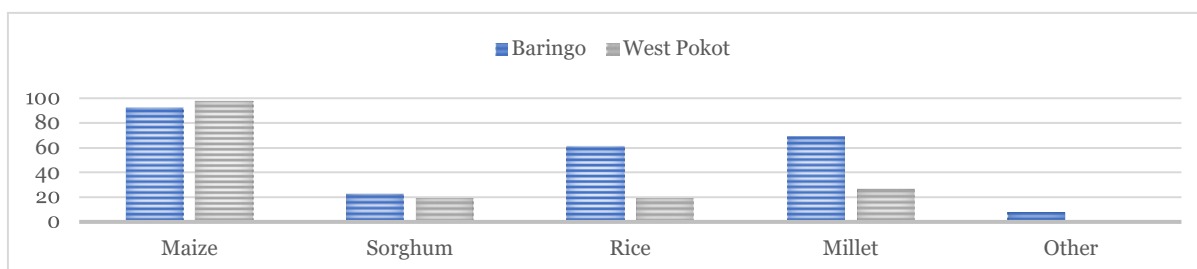
**Table 8: Business information of surveyed traders, by county**

	Baringo	West Pokot
Average time in business	6 years	7 years
Average number of employees	2	2
Percentage of targeted traders with a valid business license	92.3%	58.5%
Percentage of targeted traders with a business registration certificate	53.8%	26.5%

### 2.3.1 Grain and pulse trading

64. Figure 1 shows that most traders in both counties reported selling maize, and in Baringo County in particular, millet and rice. Traders in both counties reported that maize is the most preferred staple – due to taste, price, and ease of preparation.

**Figure 1: Percentage of traders reporting sale of staple crops**

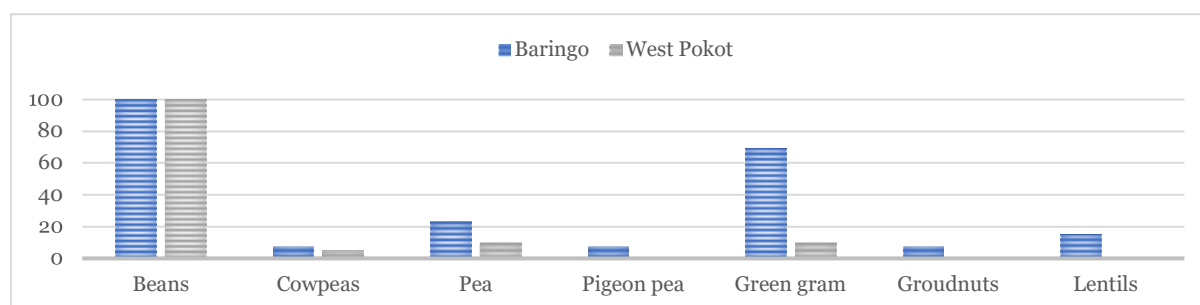


65. Figure 2 shows the percentage of traders selling different pulses. Aside from beans which is the preferred pulse and sold by all surveyed traders, the pulses sold differ by county with Baringo traders reporting a greater range of pulses for sale, particularly green gram.

<sup>32</sup> To be legally allowed to trade in Kenya, traders require both a business permit/license issued annually through the County Government and a business registration certificate issued once through the Attorney general's office.

<sup>33</sup> Republic of Kenya (2016) Home Grown School Meals Programme Implementation Guidelines. World Food Programme.

**Figure 2: Percentage of traders reporting sale of pluses**



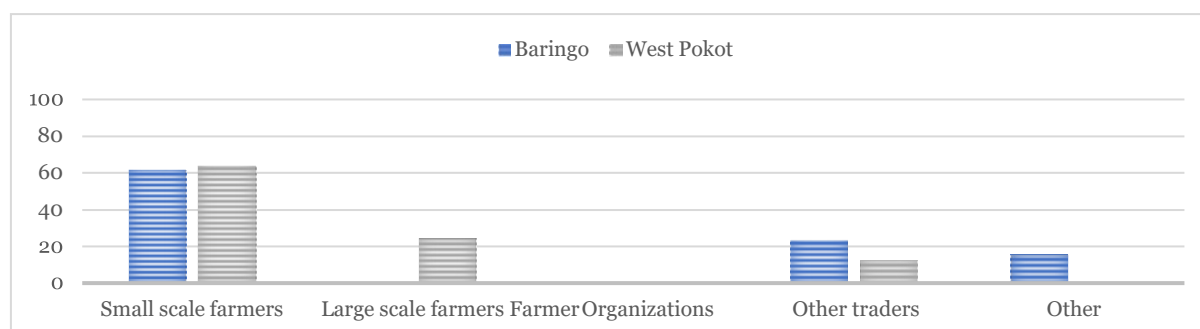
66. Surveyed traders were asked to estimate their annual volume of sales. Table 9 shows that West Pokot traders reported a higher average volume than traders in Baringo, however due to the large range of responses, the difference is statistically insignificant ( $p > 0.05$ ).

**Table 9: Total estimated volume of commodities sold per year**

	<b>Baringo</b>	<b>West Pokot</b>
Total volume sold per year (MT)	150.3	515
Range	12-600	1.3 – 3,240

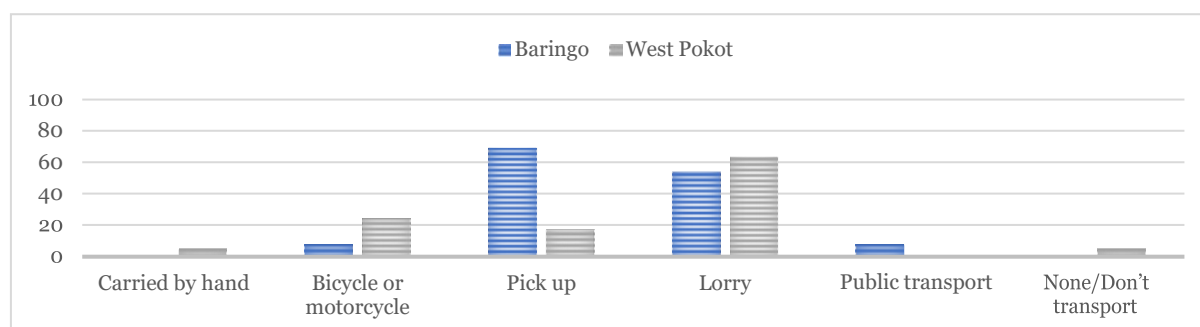
69. Traders in both counties reported that the majority of their commodities are purchased from small scale farmers (Figure 3) although qualitative interviews indicate that the majority of their contacts are outside the county, in Kitale, Eldoret, Nakuru or Busia (Uganda). None of the surveyed traders said they buy from FOs. Traders also buy from other traders, large scale farmers and from large scale wholesalers or traders in Uganda, Ethiopia and Tanzania.

**Figure 3: Main source of commodities**

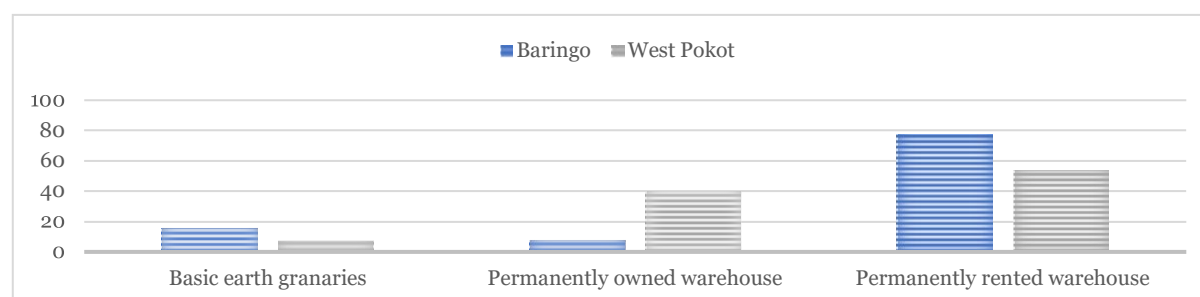


70. Most traders reported transporting their commodities either by pick up or by lorry (Figure 4), with traders who reported selling larger volumes more frequently using lorries. Most surveyed traders used rented warehouses to store their stock (Figure 5), while larger traders owned their warehouses. On average, traders reported that the permanently owned warehouses in Baringo have capacity of 27 MT, while West Pokot traders reported an average warehouse capacity of 180MT. These figures are consistent with the high annual volume of commodities reported by traders in West Pokot (Table 9).

**Figure 4: Means of transport**



**Figure 5: Facilities for long term transport**



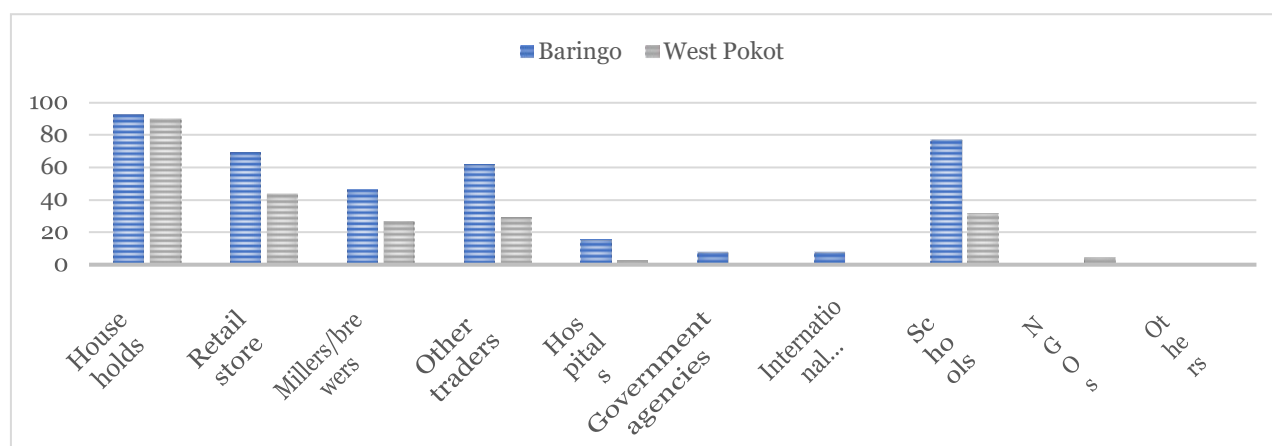
71. Table 10 shows the information provided by traders regarding estimated value and volume of their stock of stored grains. Again, traders in West Pokot reported larger values and volume of stock and this time the differences were statistically significant ( $p < 0.05$ ). Qualitative interviews indicate that traders had access to credit, that enables them to purchase large quantities of cereals immediate after the harvests when prices are at their lowest. The ability to store grains for long periods is therefore a competitive advantage.

**Table 10: Total estimated value and volume of grains in stock**

		Baringo	West Pokot
KES	Average	239,615	159,996
	Median	117,500	10,800
	Range	0-1,260,000	0-5 million
MT	Average	12.6	1348.3
	Median	5	200
	Range	0-50	0-8,925

72. All surveyed traders reported selling through multiple avenues including to households/individuals, schools, other traders, retail stores, millers/brewers, and hospitals and government agencies (Figure 6). Most traders in Baringo (76.9%) reported that they already sold commodities to schools compared to 32 percent in West Pokot.

**Figure 6: Commodity buyers**



73. The HGSMP is already being implemented in all three targeted LRP counties (in non-LRP targeted sub-counties) and 61.5 percent of the surveyed traders in Baringo, and 31.7 percent of those in West Pokot reported that they have already sold commodities to schools through competitive tender (Table 11). This number is slightly different from that shown in Figure 6 as that includes sales to all types of schools including both private and public, and primary and secondary schools. The higher number of traders selling to schools in Baringo is also coherent with the higher number reporting having a valid business licence in Table 8 above since this is required for the HGSMP tendering process.

**Table 11: Percentage selling commodities to schools through competitive tender in 2016-17**

	Baringo	West Pokot
Percentage supplying schools through competitive tender in 2016/17	61.5%	31.7%

### 2.3.2 Capacity building for traders

74. As previously noted, the traders were selected for the survey after they attended training by WFP on the HSGMP procurement process. As part of the post-training survey they were asked if they had ever received any other training on procurement. Less than 10 percent of traders in both counties said they had (Table 12). These trainings were conducted by the county governments, company contractors, or NGOs.

**Table 12: Received training on procurement processes**

	Baringo	West Pokot
% of traders trained on HGSMP procurement (by WFP)	100%	100%
% of traders trained on procurement (by other agencies)	7.7%	9.8%

### 2.3.3 Reported barriers to purchasing from local smallholder farmers

75. Traders ranked the key barriers to grain training in general, as well as the barriers to purchasing from local farmers. Table 13 shows the traders in both counties ranked limited market in the top two barriers, which is consistent with the findings of the market assessments described earlier. High transport costs were ranked the biggest

barrier in Baringo, which again is consistent with the Baringo market assessment<sup>34</sup> recommending a higher HGSMP transfer value in East Pokot County.

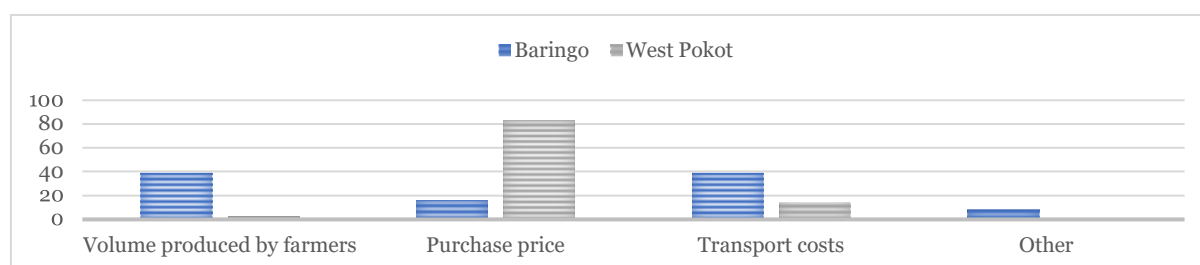
**Table 13: Ranking of barriers to grain trading as reported by traders**

Average ranking 1-5 with 5 as biggest barrier.

Ranking	Baringo	West Pokot
Biggest barrier ↓ Least	High transport cost (3.9)	Limited market (3.7)
	Limited market (3.1)	Lack of finance (3.5)
	Lack of finance (2.8)	High transport cost (3.3)
	Lack of equipment (2.1)	Lack of equipment (3.1)
	Other (2)	Other (2.3)

76. Traders from Baringo reported the main two barriers to purchasing from local farmers as the low volumes produced, and the high transport costs. In West Pokot, most traders reported the purchase price to be the main barrier (Figure 7).

**Figure 7: Percentage of traders reporting barriers to purchasing from local farmers**



77. These findings are consistent with the market assessments, and qualitative interviews confirm that low production means that locally produced drought tolerant cereals and pulses are usually more expensive than maize and beans. Maize and beans are also the most preferred commodities and available more cheaply due to the surplus production in neighbouring counties. Traders reported it is significantly more profitable for them to buy commodities in neighbouring counties and transport them, rather than buy from farmers within the county. Table 14 shows the price of locally produced vs. externally produced cereals and pulses as reported by the traders and county level MoAI personnel.

**Table 14: Prices of locally produced vs. externally produced commodities in LRP targeted counties**

		Locally produced: within the county	Sourced elsewhere
Baringo	Cereal	Sorghum: 20-22 KES/kg Finger millet: 89 KES/kg	Maize: 20-22KES/kg
	Pulses	Green gram: 55-77 KES/kg	Beans: 44-55 KES/kg
West Pokot	Cereal	Sorghum: 25-39 KES/kg Maize: 30KES/kg	Maize: 25-26 KES/kg
	Pulses	No data	Beans: 53-54 KES/kg
Turkana	Cereal	Sorghum: 66 KES/kg	Maize: 30-40 KES/kg
	Pulses	55-60 KES/kg	Beans: 62-78 KES/kg

<sup>34</sup> WFP et al (2016) Baringo County (East Pokot and Marigat sub-counties) Market Assessment. World Food Programme, Baringo County Government, NDMA and World Vision. Kenya

**Key findings from the trader survey:**

- Most traders in Baringo already have experience in providing commodities to schools. Most have a valid business license as required by the government procurement process while a large percentage of surveyed traders in West Pokot reported that they do not.
- For most traders, the WFP training on the government procurement process was their first training on the topic.
- Most surveyed traders are currently purchasing commodities from smallholder farmers in surplus producing areas of Kenya (outside of the targeted LRP counties) as the prices are significantly lower.
- None of the surveyed traders reported buying from FOs.
- Traders have access to credit and transport and they have the expertise required to procure large volumes of food and transport them long distances.
- Traders with large warehouses have a competitive advantage of being able to buy larger volumes of cereals immediately after harvest when prices are low and store them.
- Currently there is little demand for drought tolerant crop varieties as maize and beans are culturally preferred and are cheaper.
- Traders reported that they are able to increase their capacity and sales depending on the demand.

**2.4 Findings from the Farmer Organization survey**

78. The HGSMMP provides market opportunities for local suppliers (traders, FOs and smallholder farmers) due to the creation of a stable demand market. Unlike traders, FOs do not require a tax compliance certificate as per the government procurement guidelines. This should make it easier to them to utilize the market opportunity. However, the latest external evaluation of the HGSMMP<sup>35</sup> concluded that it has still been difficult for farmers' groups to supply schools without sustained capacity development support. This indicates that the support provided to the FOs under the LRP is appropriate, and that WFPs support to the ongoing development of a national implementation strategy to guide direct local procurement from smallholder farmers by government institutions is highly relevant.
79. Prior to the LRP, WFP had been working with local farmers in Turkana County to aggregate them into FOs. This enables smallholder farmers to better share information, aggregate produce and therefore increase their ability to supply on an ongoing basis. The Turkana FOs have also received support with storage facilities and various trainings to enable them to increase their production, store commodities appropriately and market their products at a reasonable price to various markets. In contrast, Baringo and West Pokot FOs only started receiving WFP support in 2017 through funding from the LRP.

**2.4.1 Group governance**

80. As with the traders, targeting of FOs into the LRP is voluntary, with the exception of the FOs chosen for forward contracting (described ahead). Data is therefore collected on a rolling basis as FOs express interest. The baseline has therefore used the available data from WFP as at May 2018 on 98 FOs (Table 15). The full FO questionnaire shown in Annex 5 is comprehensive and will be used by the markets

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<sup>35</sup> Haag, P. (2014), External Evaluation of Kenya's Home-Grown School Meals Programme 2009-2013.

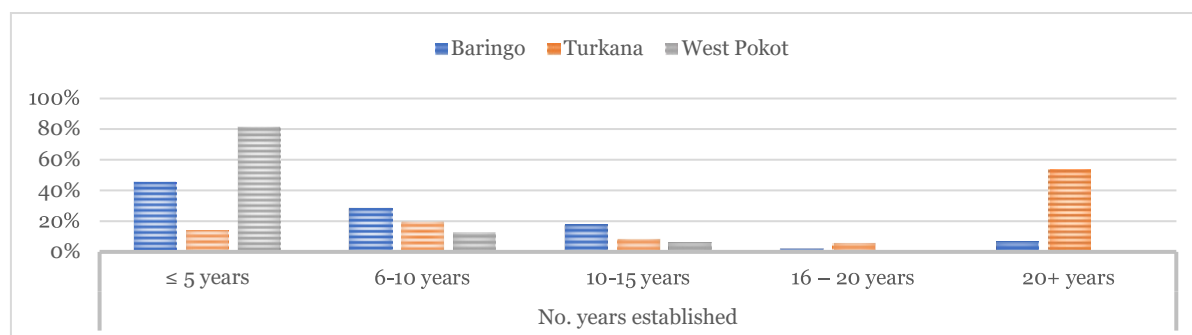
team for project monitoring. For the purpose of the baseline report, only the key variables have been analysed, those of particular relevance for the LRP.

**Table 15: Characteristics of Farmer Organizations participating in the baseline survey, by county.**

		Baringo	Turkana	West Pokot
Number of surveyed FOs		46	36	16
Membership	Total members	978	31,142	424
	Average number per FO	21	865	26.5
	Median number of members	17	394	17.5
	Average % female	74%	56.8%	66.3%
	Active members	83.7%	66.2%	91%

81. Many of the FOs are very large, particularly in Turkana, where the average membership is 865, compared with 21 members in Baringo, and 26.5 members in West Pokot. In Turkana, there is also a large range of membership sizes with the median membership still be larger than the other two counties (Table 15). All of the FOs reported that the majority of their members were active, and more than half their members were female. Figure 8 shows that the majority of Turkana FOs have been established for much longer than the FOs in the other two counties. More than half (52.8%) have been established for over 20 years with three groups being established as far back as the 1960s.

**Figure 8: Average time the FOs have been established**



82. By contrast, most of the FOs in West Pokot (81.3%) have only been established in the last five years. In Baringo just under half (45.7%) the FOs were established in the last five years.

#### 2.4.2 Production capacity

83. Table 16 shows that the area under cultivation by FOs in Turkana is larger than in the other two counties with an average area of 519.5 acres. This is coherent with the much larger membership. The majority of FOs in all three counties reported using certified inputs.

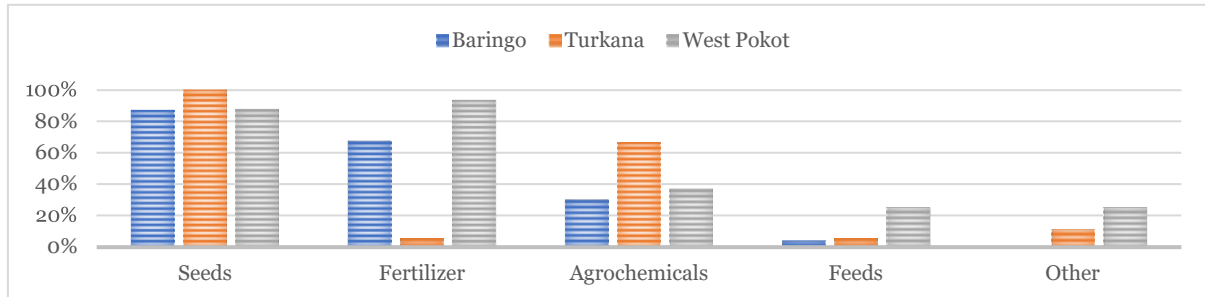
**Table 16: Planting data by county**

		Baringo	Turkana	West Pokot
Total area planted by members (acres)	Total area	1,200	18,701	634
	Average	26	519.5	40
	Median	17	253	27.5
% of members using certified/recommended inputs		81.2%	61.7%	90.1%
% of members having their soil quality tested before planting		No data	28.6%	No data



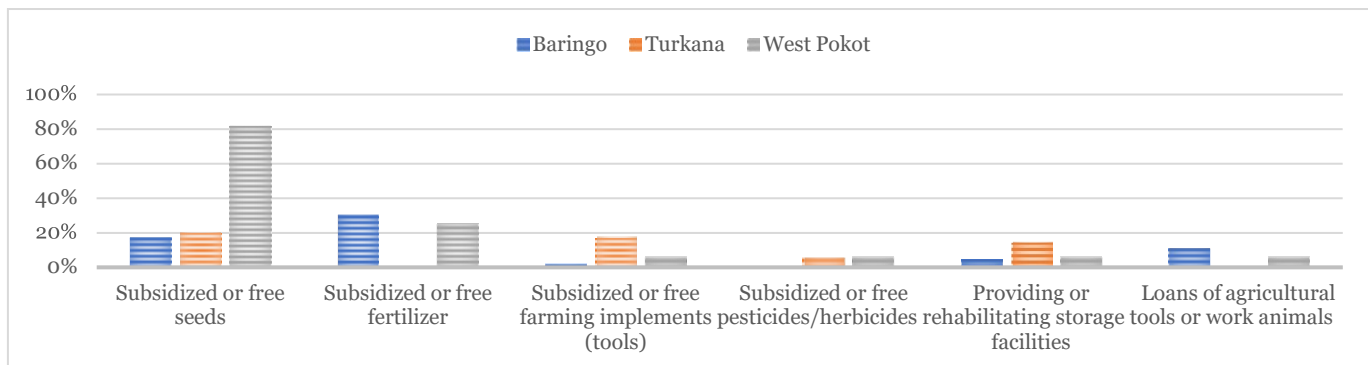
84. Figure 9 shows that these include seeds, fertilizer and agrochemicals. FOs in West Pokot also reported using certified feed. A third of Turkana FOs reported that members test the quality of their soil before planting however there is no data on this from Baringo or West Pokot.

**Figure 9: Use of certified/recommended inputs**



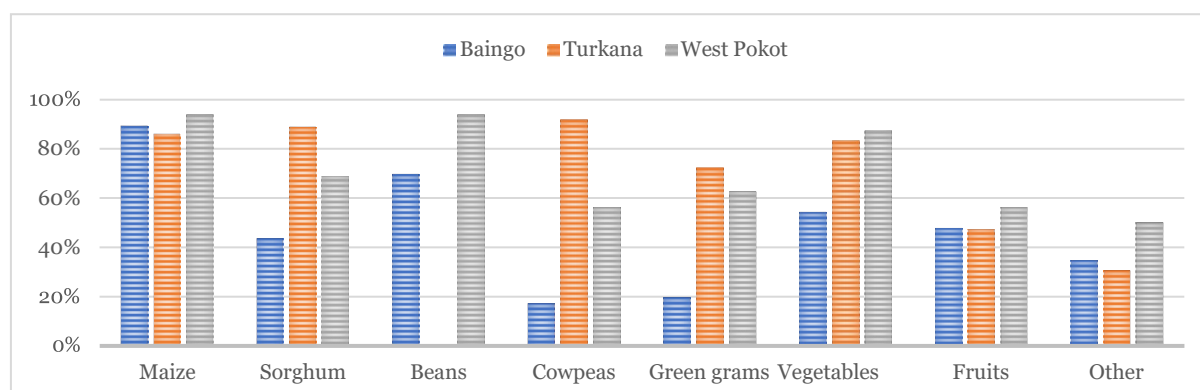
85. Within the three targeted LRP counties, qualitative interviews indicated that the main agency supporting farmers, particularly technical support and inputs, is the MoAI. In addition, there are some NGOs providing some form of input. Overall, more than a quarter of the surveyed FOs reported receiving assistance for seeds (either subsidized price or free) – from the MoAI. Some FOs (18.4%) reported using subsidized or free fertilizer that was supplied by the government, although in West Pokot, some FOs received fertilizer from NGOs. Less than 10 percent of the surveyed FOs reported receiving the other forms of support shown in Figure 10. International development agencies were the main supporters of construction/rehabilitation of storage facilities, particularly in Turkana.

**Figure 10: Percentage of surveyed FOs receiving different types of assistance, by county**



86. Figure 11 shows that the majority of FOs in all three counties reported producing maize, while production of their other commodities differs by county. For example, most of the FOs in Turkana County and West Pokot reported producing sorghum, while this was not as common in Baringo. Similarly, most FOs in Baringo and West Pokot produced beans, while none of the Turkana FOs reported doing so. Table 17 shows the average quantity of commodities that FOs are expecting from their members. Again, it shows that production capacity varies by county.

**Figure 11: Types of crops grown**



**Table 17: Average quantity of commodity produce expected from all members by crop**

Commodity	Baringo	Turkana	West Pokot
Maize	30.7 MT	184 MT	17.5 MT
Beans	11.7 MT	—	4.5 MT
Millet	4.7 MT	—	—
Sorghum	5MT	60.1 MT	0.55 MT
Cowpeas	—	6.4 MT	—
Vegetables	—	18.9 MT	2.7 MT

87. The FO survey found that the in Turkana and West Pokot, household members consume more than half of their production, with Baringo just under half (Table 18). No data was available on the percentage of commodities sold in Turkana, but less than half is sold in both Baringo and West Pokot.

**Table 18: Estimated use of commodities grown by FOs**

	Baringo	Turkana	West Pokot
Consume by HH members	46.8%	51.2%	70.6%
Sold	43.9%	No data	26.5%

### 2.4.3 Group assets

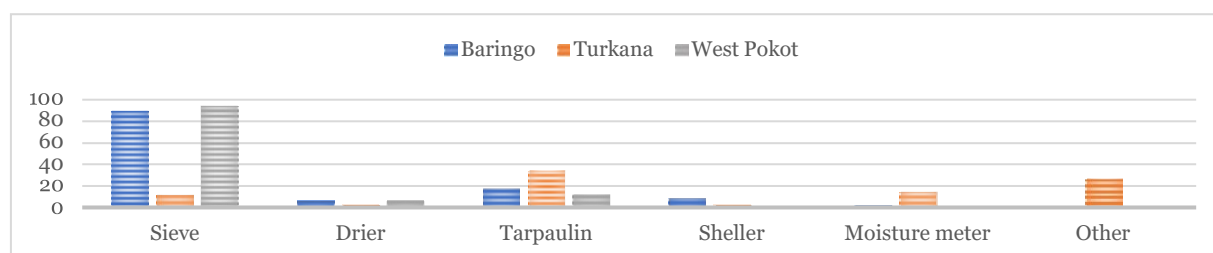
88. All the FOs in Turkana County reported that they owned land, compared to only 25 percent in West Pokot and none in Baringo (Table 19). The average size of land owned in Turkana is 512 acres, significantly more than the FOs in West Pokot.

**Table 19: Land ownership by FO**

	Baringo	Turkana	West Pokot
Percentage of FOs owning land	0%	100%	25%
Average size of land owned by FO	—	512 acres	0.9 acres

89. Less than half the Turkana FOs reported having access to basic equipment such as sieves, driers, tarpaulins and shellers. (Figure 12). Rather, 30 percent of the Turkana FOs reported having more advanced equipment including weighing scales, generators, posho mills, sewing machines and water pumps. Most of the FOs in Baringo and West Pokot had sieves but little other equipment but more access to storage facilities (Table 20).

**Figure 12: Percentage of surveyed FOs having access to equipment**

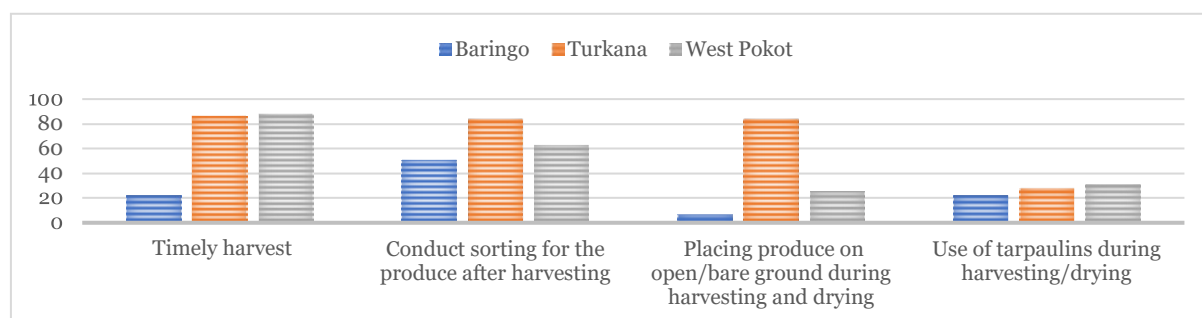


**Table 20: Percentage of surveyed FOs having access to storage facilities**

	Baringo	Turkana	West Pokot
Access to storage facilities	60.8%	52.8%	87.5%

90. Post-harvest handling methods varied between counties with more Turkana FOs reporting using multiple methods (Figure 13).

**Figure 13: Percentage of FOs reporting different methods of handling their commodity during/after harvest**



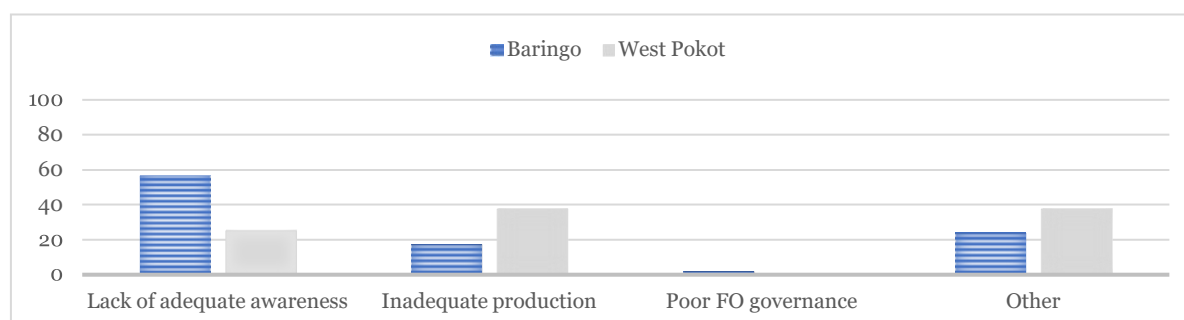
#### 2.4.4 Marketing

91. Only a quarter of FOs in each county reported aggregating and marketing members' food commodities (Table 21). FOs in Baringo and West Pokot reported that the main reasons they do not do so was lack of awareness, along with inadequate production (Figure 14). No data was available from Turkana.

**Table 21: FO sales of members' commodities**

	Baringo	Turkana	West Pokot
Percentage of FOs aggregating and marketing members' food commodities	26.1%	27.8%	25%

**Figure 14: Reported reasons for not marketing products though the FO**



92. The most critical problems for selling commodities on behalf of members as reported by the FOs were the limited consumer demand, their inability to meet quality demands, and the poor transport infrastructure (Table 22). However, the problems differed by county. More than 20 percent of the FOs in Turkana mentioned the government trade restrictions (25%), their limited access to credit (22%) and their limited access to price information (22%). In West Pokot limited access to price information was also a critical problem (25%). The “other” problems listed were that members did not trust the FO management and that storage was inadequate.

**Table 22: FO reporting of critical problems for selling commodities on behalf of members**

	Percentage of FOs			
	Baringo	Turkana	West Pokot	Total
Limited consumer demand	57.25	8.33	4.17	<b>28.57</b>
Not able to meet quality demands	17.39	13.89	27.08	<b>15.65</b>
Poor transport infrastructure	2.90	19.44	33.33	<b>9.52</b>
Limited access to price information	4.35	22.22	25.00	<b>8.50</b>
Low volume of commodities available from members	9.42	16.67	2.08	<b>6.80</b>
High cost of collecting/ preparing commodities for market	7.97	2.78	10.42	<b>7.14</b>
Government trade restrictions	1.45	25.00	8.33	<b>4.76</b>
Limited access to credit	0.00	22.22	6.25	<b>1.36</b>
Other	0.72	0.00	0.00	<b>1.02</b>
Unpredictable prices	0.00	5.56	0.00	<b>0.00</b>

93. Most of the FOs in Baringo and all the FOs in West Pokot reported selling some of their commodities in the last year, as did 50 percent of FOs in Turkana. (Table 23). Overall, of the FOs that reported selling commodities, members sell around 40-50 percent of their total production volume through the FO and the rest is consumed by the household.

**Table 23: FO sale of commodities in last one year**

	Baringo	Turkana	West Pokot
Percentage of FOs reporting selling commodities in the last one year	91.3%	50%	100%
Percentage of total production volume members sell through the FO	48%	No data	41%

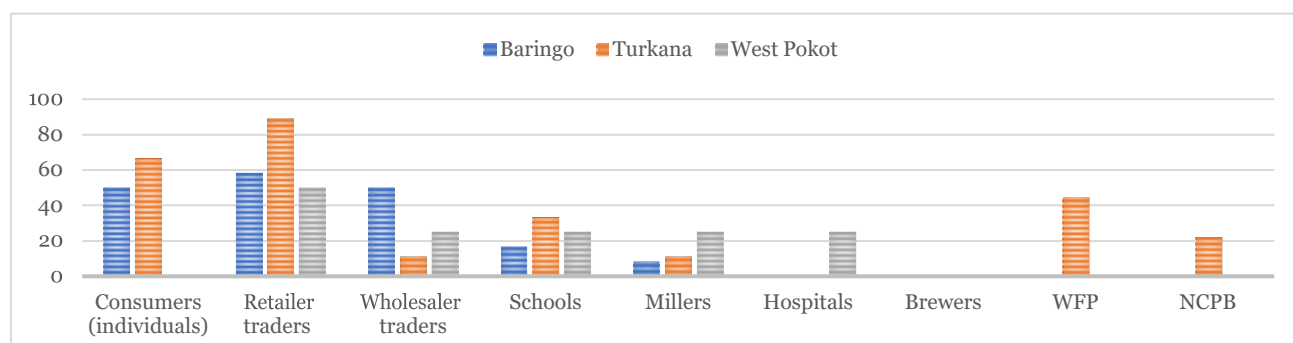
94. In total, 42 FOs in Baringo (91.3%) reported sales of commodities during 2017. The total volume of commodities sold was 2,020.4MT from maize, beans, other vegetables, fruit and millet, with a total estimated value of KES 16,974,366 (USD 169,744). The reported median volume of sales per FO was 38.9 MT with a median value of KES 127,333 (USD 1,273) (Table 24).

**Table 24: Volume and value of sales by FOs during 2017**

		Baringo	Turkana	West Pokot
Volume of maize sales per FO (MT)	Average	30.7 (n=42)	9.6 (n=8)	392.1 (N=16)
	Median	19.8	9.6	12.5
Volume of bean sales per FO (MT)	Average	11.9 (n=37)	NIL	128.8 (n=14)
	Median	5.1		2.9
Volume of sales of other commodities per FO (MT)	Average	10.1	19.0	12.7
	Median	2.5	6.3	1.1
<b>Volume of sales</b>	<b>Total all FOs</b>	<b>2,020.4 MT</b>	<b>176 MT</b>	<b>9,334.3 MT</b>
	Median volume per FO	38.9 MT	9.3MT	19.1 MT
<b>Value of sales</b>	<b>Total all FOs</b>	<b>KES 16,974,366</b>	<b>KES 14,707,250</b>	<b>KES 24,433,000</b>
		USD 169,744	USD 147,073	USD 244,433
	Median value per FO	KES 127,333	KES 390,000	KES 612,500
		USD 1,273	USD 3,900	USD 6,125

95. One hundred percent of West Pokot FOs (n=16) reported sales in 2017, with the total volume sold being 9,334.3MT (Table 24). This was from sales of maize and beans, with an estimated total value of KES 24,433,000 (USD 244,433). The median volume sold per FO was 19.1 MT and the median value of sales was KES 612,500 (USD 6,125) (Table 24). The overall results from Baringo and West Pokot counties are each skewed by one FO per county selling more than the others, hence the considerable difference between the average and median volumes of sales.
96. In Turkana, 19 FOs (50%) reported sales in 2017. The total reported sale volume was 176 MT from the sale of sorghum, cowpeas, maize, maize/sorghum blended flour and one FO selling a large volume (7.8MT) of assorted vegetables. The total estimated value of sales was KES 14,707,250 (USD 147,073) with a median value of sales per FO of KES 390,000 (USD 3,900).
97. The FOs from all counties reported mostly sell directly to consumers or to retail traders (Figure 15).

**Figure 15: Markets used for sale of FO commodities in the last one year**



98. At least one FO in each county reported that they have existing contracts to sell commodities (Table 25). Five Turkana FOs also reported that they have value addition enterprises including sorting, grading, milling, fortification, drying, packaging. This accounts for the more advanced equipment reported earlier.

**Table 25: FO marketing**

	Baringo	Turkana	West Pokot
FOs with signed contracts to sell commodities	1	3	1
FOs that have value addition enterprises	No data	5	No data

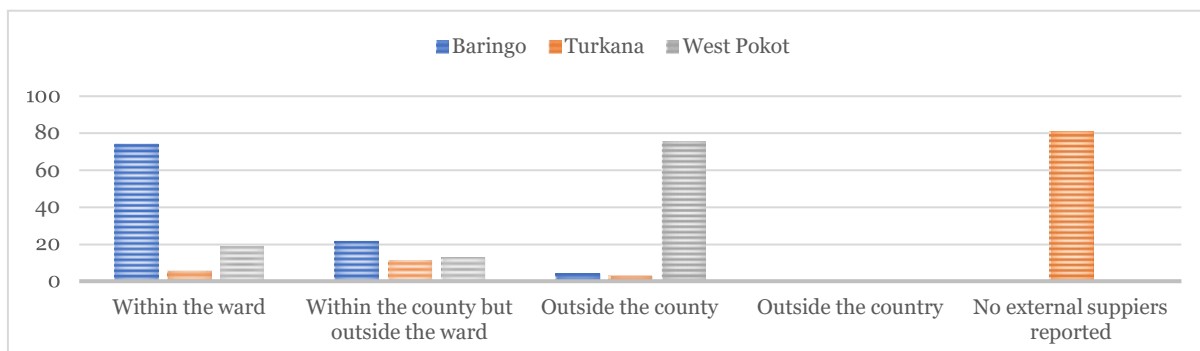
99. Table 26 shows that currently 20-30 percent of FOs reported monitoring market trends or requirements related to product quality. This is consistent with findings above (Table 22) that indicate that producing quality products is an issue for FOs.

**Table 26: Ensuring quality products for sale**

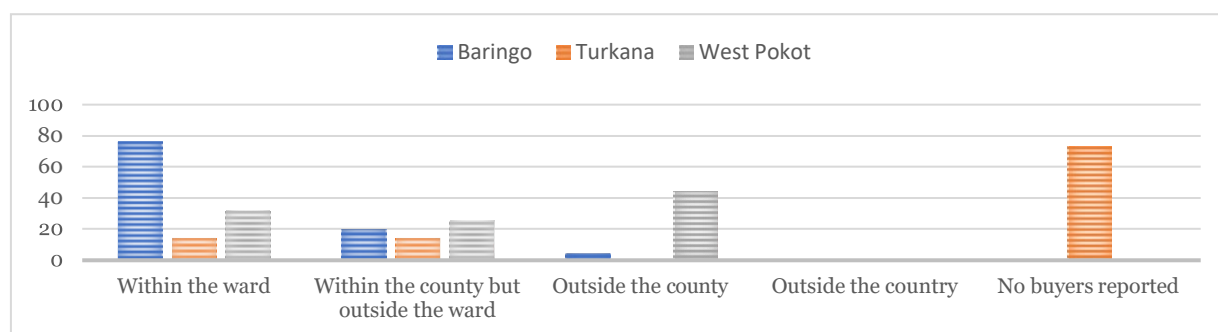
	Baringo	Turkana	West Pokot	
FOs reporting monitoring market trends/ requirements related to product quality and market demand	22.4%	27.8%	25%	
<b>Out of those who try and ensure quality:</b>				
Methods to ensure quality standard	Use certified seeds	10%	100%	100%
	Testing moisture content	0	10%	75%
	Clean product, free of foreign matter	90%	33%	50%
	Sorting produce after harvest	0	20%	75%

100. Those FOs who reported trying to ensure quality do so by using certified seeds, and/or ensuring that the product is clean and free from foreign matter. FOs in West Pokot were more likely to use multiple strategies. Since most FOs in Baringo and West Pokot do not market their members' products, ensuring quality is the responsibility of the individual farmer.
101. Figures 16 and 17 show that the markets used by FOs – both their traders and their buyers are local although the three counties showed different patterns. The majority of Baringo FOs work at a ward level, while the rest use some suppliers outside their ward but still within the county. FOs in West Pokot buy and sell outside their county, while FOs in Turkana reported no external suppliers or buyers. Qualitative interviews indicate that FOs have limited networks and therefore will need ongoing support to enable them to establish relationships/contacts in other locations.

**Figure 16: Location of main suppliers to surveyed FOs**



**Figure 17: Location of main buyers from the surveyed FOs**



#### 2.4.5 Forward delivery contracting of FOs to supply sorghum

102. Qualitative interviews indicate that farmers/FOs face several production challenges including erratic rains, high input costs, and the presence of pests. Therefore, for farmers to be prepared to take the risk of increasing their production and paying for the required inputs, they first need to be sure that there is a market for their products. To this end, one of the activities of the LRP is to contract FOs to supply sorghum and cowpeas to WFP. Forward delivery contracting (FDC) provides a known opportunity for farmers and is more likely to result in increased production to meet the contractual volume.
103. These contracted commodities will be donated to LRP schools as an introduction to the potential of using drought tolerant cereals and pulses in their school meals. The 2016 market assessment in West Pokot<sup>36</sup> concluded that forward contracting for purchases of sorghum and beans was not feasible in the immediate term since the marketable surplus for beans and sorghum was low and not adequate to satisfy the local populace, as well as WFP procurement requirements. As the market assessment in Turkana concluded that FDC would be possible, this activity of the LRP will only be carried out in Turkana County.
104. FOs were selected for FDC based on their production capacity, their agreement to WFP's price, and the presence of the required documentation to comply with WFP's procurement process. In September 2017, WFP signed contracts with nine FOs to supply sorghum and cowpeas for Term 1, 2018 to align with the transition to HGSM. The commodities were intended to provide meals for 20 days per term for Terms 1 and 2, 2018 in an effort to increase the diversity of the school meals menus. In total, the volume of contracted commodities is 111,460.67 MT of sorghum and 44,650.71 MT of cowpeas, with a total value of KES 16 million (USD 158,200). However, as a result of the drought, production was low, and the FOs were unable to supply sufficient quantities of commodities in time for Term 1, 2018. WFP therefore provided 1,275 farmers with early maturing cowpea seeds.
105. As of May 2018, the contracts remain in place with a view to harvest in June 2018 and the commodities be made available for Term 3, 2018. Three of the nine FOs have since declared that they will be unable to fulfil their contract, partly due to low production and partly due to lack of required documentation. The volume of commodities allocated to those three FOs will be assigned to the remaining six FOs if production volumes allow.

<sup>36</sup> WFP et al (2016) West Pokot County agricultural markets rapid assessment. June 2016.

106. Previous evaluations have established that existing procurement regulations, processes and tools do not fully support the inclusion of smallholder farmers.<sup>37</sup> This finding is confirmed by this baseline. Although the HGSMP Implementation Guidelines<sup>38</sup> currently mention that schools should prioritize local farmers to supply commodities, the baseline indicate a number of barriers to this. Qualitative interviews also indicate that most FOs are currently not in a position to provide commodities on a regular basis due to low productivity. They also lack the networks, the logistics knowledge and the transport capacity to provide all the required SMP basket items and/or to calculate a price for doing so. Until FOs become more proficient at marketing/selling their commodities, allowing farmers/FOs to supply only the products they produce would be helpful.

### 2.4.6 Capacity development of FOs

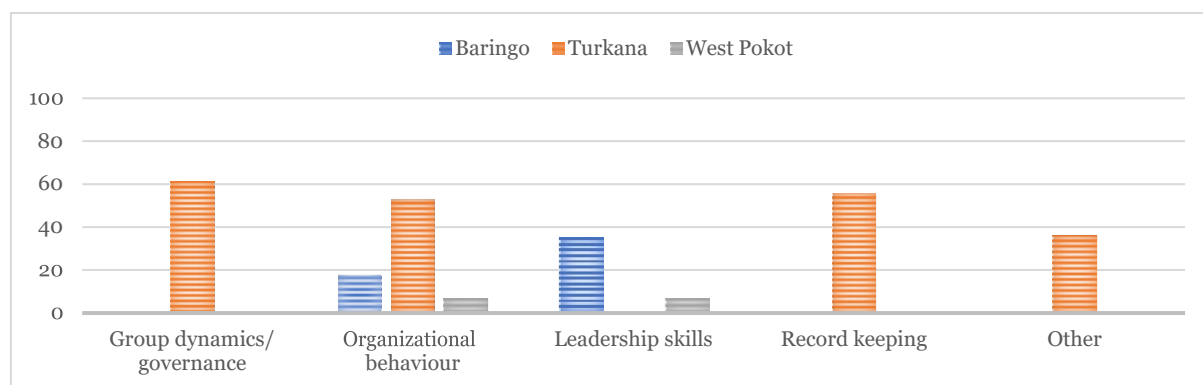
107. A key component of the LRP is to provide training for FOs to increase their production and improve their marketing and sales capacity. In the last year, 36.7 percent of FOs reported that their committee members had received training, while 60.2 percent of FOs reported that their members had received some type of training (Table 27). FOs in Turkana were more likely to have received training for their committee members.

**Table 27: Training provided to FOs in the last one year**

	Baringo	Turkana	West Pokot	Total
FOs reporting their committee members have been trained	17.4%	72.2%	12.5%	<b>36.7%</b>
Average number of committee members trained	3	5	4.5	<b>4</b>
FOs reporting their members have been trained	37%	75%	93.8%	<b>60.2%</b>

108. FOs reported that training was provided by MoAI but also by several other agencies including WFP.<sup>39</sup> Figure 18 show the main training topics for committee members were group dynamics/governance (in Turkana), and leadership skills (in Baringo). Very few FOs in West Pokot reported their committee members received any training. However, most FOs in all counties reported that their members received training on a range of topics (Table 28).

**Figure 18: Percentage of FOs reporting receiving training for their committee members in the past one year**



<sup>37</sup> SNV (2016), Improving Procurement Tools for Smallholder Farmer Inclusion in Kenya.

<sup>38</sup> Republic of Kenya (2016) Home Grown School Meals Programme Implementation Guidelines. World Food Programme.

<sup>39</sup> Other agencies included the Ministry of Social Services, WFP, ChildFund, FAO, GIZ, World Vision International, Action Aid and the National Irrigation Board.



**Table 28: Percentage of FOs reporting receiving training for their members in the past one year**

	<b>Baringo</b>	<b>Turkana</b>	<b>West Pokot</b>
Good agronomic practices	21.7	66.7	68.8
Conservation agriculture	21.7	47.2	81.3
Post-harvest handling	13.0	52.8	68.8
Entrepreneurship	21.7	19.4	100.0
Gender in agribusiness	4.3	47.2	62.5
Setting prices for produce	6.5	38.9	50.0
Procurement processes	4.3	19.4	37.5
Record keeping	26.1	25.0	87.5
Aflatoxin awareness	4.3	44.4	25.0
Financial management	17.4	27.8	31.3
Other	13.0	0.0	0.0

109. FOs were asked to nominate additional areas of training for their members. The responses were many and varied with the main areas of interest being similar to the training already provided under the LRP:

- **Baringo:** Group dynamics; Marketing and market linkages; Post-harvest management; Agribusiness and financial management; Conservation agriculture; Increasing productivity and sound agricultural practice
- **Turkana:** Cooperative management; Good agronomic practices; Marketing and market linkages; Post-harvest management; Agribusiness and financial management; Aflatoxin prevention
- **West Pokot:** Group marketing; Financial management and record keeping

110. Additional FO survey data can be found in Annex 14.

<b>Key findings from FO survey:</b>
<ul style="list-style-type: none"> <li>• Turkana FOs have been established longer than FOs in the other two counties.</li> <li>• FOs in Baringo and West Pokot reported having few basic production assets while 30% of Turkana FOs reported having advanced assets such as generators and grinding mills.</li> <li>• Some of the Turkana FOs (15%) reporting value addition businesses as part of their organization including sorting, grinding and packaging.</li> <li>• Most of the FOs in each county reported that they do not aggregate members' commodities for sale. This is mainly because of limited awareness and knowledge on how to do so, and because of limited consumer demand for their commodities.</li> <li>• A quarter of FOs in each county reported that they take measures to improve the quality of their commodities.</li> <li>• FOs estimate that more than 50% of member's production is consumed at home, while around 40% is sold.</li> <li>• Previous evaluations have highlighted the difficulties for FOs in supplying schools, indicating that they require ongoing support. They have also established that existing government procurement regulations do not fully support the inclusion of smallholder farmers.</li> <li>• Only the FOs in Turkana and Baringo reported that their committee members had received training, while FOs in all counties reported that their members had received training.</li> </ul>

## 2.5 Findings from the school survey

111. The key outcomes of the LRP are to improve the cost-effectiveness and timeliness of food assistance in schools, and support schools to use nutritionally appropriate, diverse school meals menus. The following section reports the school survey data to enable a baseline comparison of timeliness, cost-effectiveness and other indicators between LRP targeted and schools that are not participating in the LRP programme. The following findings come from the baseline survey completed in May 2018 covering 192 school (96 LRP targeted schools, and 96 non-LRP targeted comparison schools).
112. Table 29 shows the characteristics of the surveyed schools. Overall, the majority of both LRP and non-LRP schools in all three counties are day schools (~62%) while just over a third (34+%) have both day and boarding students. were matched on enrolment numbers.<sup>40</sup>

**Table 29: Characteristics of surveyed schools, by county**

Type of school	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Day school	45%	55%	50%	50%	56.5%	43.5%	<b>61.5%</b>	<b>62.5%</b>
Boarding school	100%	—	75%	25%	—	—	<b>4.2%</b>	<b>1%</b>
Day Boarding +	58.8%	41.2%	37.5%	62.5%	46.5%	53.5%	<b>34.3%</b>	<b>36.5%</b>
Average enrolment	309	234	383	304	342	347	<b>346</b>	<b>300</b>

113. Since the proportions of day and boarding schools are similar in LRP and non-LRP schools the presence or not of boarding facilities makes no statistical difference to the baseline results ( $p > 0.05$ ).<sup>41</sup> Similarly, the LRP and non-LRP schools are similar in terms of school enrolment ( $p > 0.05$ ) which is to be expected, since the schools

### 2.5.1 Provision of school meals

114. Table 30 shows the main source of the food commodities for the school lunches. As previously mentioned, although the LRP targeted schools in Baringo and West Pokot were handed over to the MoE in September 2017 with the expectation of transitioning from in-kind food assistance to the HGSMP, as a result of the 2017 drought all the LRP have been receiving in-kind food assistance from the MoE. This decision was taken because of rising food prices, and the MoE deciding that it would be more cost-effective to utilize food from the central stores. This has therefore delayed the transition of the LRP targeted schools to the HGSMP model. Table 26 therefore shows that all the LRP schools received in-kind food from MoE or from WFP. The non-LRP comparison schools in Baringo and West Pokot had transitioned to the HGSMP earlier and therefore continued to purchase their food through the local traders. Non-LRP schools in Turkana were in the process of transitioning and continued to purchase their commodities through WFP cash transfers to schools.

<sup>40</sup> Levene's test for equality of variances: M = 302, SD = 152.9 for non LRP schools and M = 346, SD = 125.4 for LRP schools, t (189) = 2.2, p > 0.05

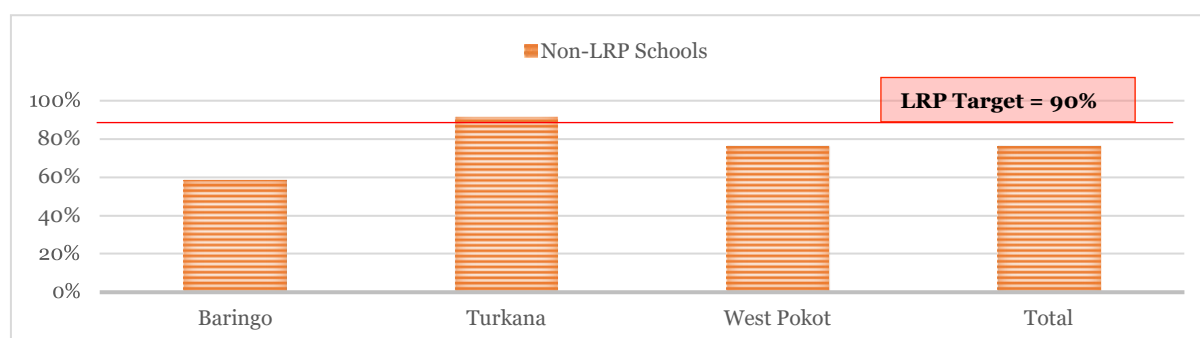
<sup>41</sup> Levene's test for equality of variances: M = 1.73, SD = 0.961 for non LRP schools and M = 1.73, SD = 0.946 for LRP schools, t (189) = 0.021, p > 0.05.

**Table 30: Main source of food for school lunches (Term 1, 2018)**

Main source of food	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Directly provided by the MoE or from WFP	29	—	34	—	33	—	96	—
Through MoE funding (HGSMF)	—	29	—	—	—	33	—	62
WFP funding (Cash for schools)	—	—	—	34	—	—	—	34
<b>Total</b>	<b>29</b>	<b>29</b>	<b>34</b>	<b>34</b>	<b>33</b>	<b>33</b>	<b>96</b>	<b>96</b>
	<b>15.1%</b>	<b>15.1%</b>	<b>17.7%</b>	<b>17.7%</b>	<b>17.2%</b>	<b>17.2%</b>	<b>50%</b>	<b>50%</b>

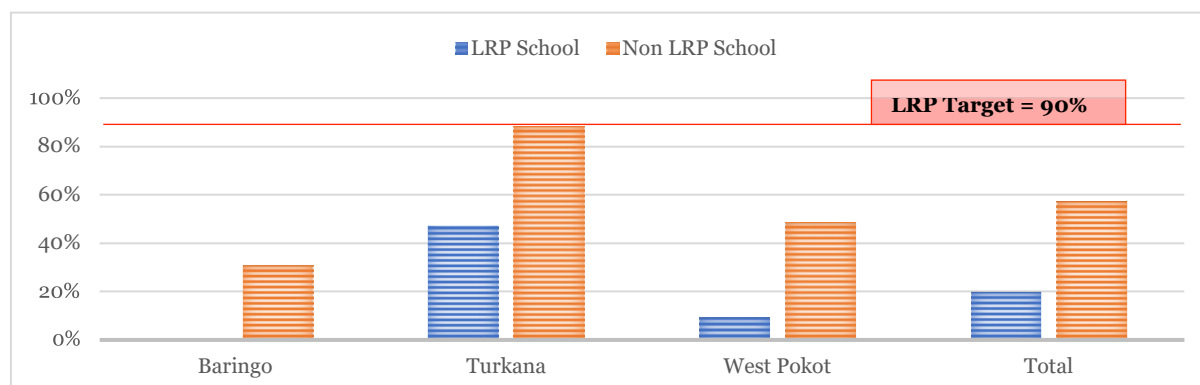
115. In addition to the above, some schools - LRP (25%) and non-LRP (14.6%) - reported receiving food from other sources including from NGOs, from churches, from the school gardens/farms, from parents, from the Parent-Teacher Association (PTA) and from the County Government. These may include additional cereals and pulses or vegetables or fruits that can complement the meal.
116. Surveyed teachers were asked to report if the food procurement process was completed before the start of Term 1, 2018. Since the LRP schools received their food directly from the MoE, no procurement was required on their part, hence LRP schools are not included in Figure 19 below. Figure 19 shows that overall, 76 percent of the non-LRP schools using either HGSMF or CTS modality completed the procurement on time. Turkana non-LRP schools performed the best, with 91.2 percent of them procuring on time, compared with 75.8 percent of non-LRP schools in West Pokot and 58.6 percent of non-LRP schools in Baringo.

**Figure 19: Percentage of schools reporting procurement completed before start of Term 1, 2018**



117. Figure 20 shows that lower percentages of LRP schools reported receiving their food for Term 1, 2018 before the start of term compared to the comparison non-LRP schools. Overall, 19.8 percent of LRP schools and 57.3 percent of non-LRP schools received their food before the start of the Term 1. For the schools receiving their food late, Table 31 shows that the average delay was 16 days in LRP schools, and 6 days in non-LRP schools. Interviews with MoE personnel indicate that the food was delayed due to lack of transport to move food from the county/sub-county warehouses to the schools.

**Figure 20: Percentage of school where food was delivered before the start of Term 1, 2018**

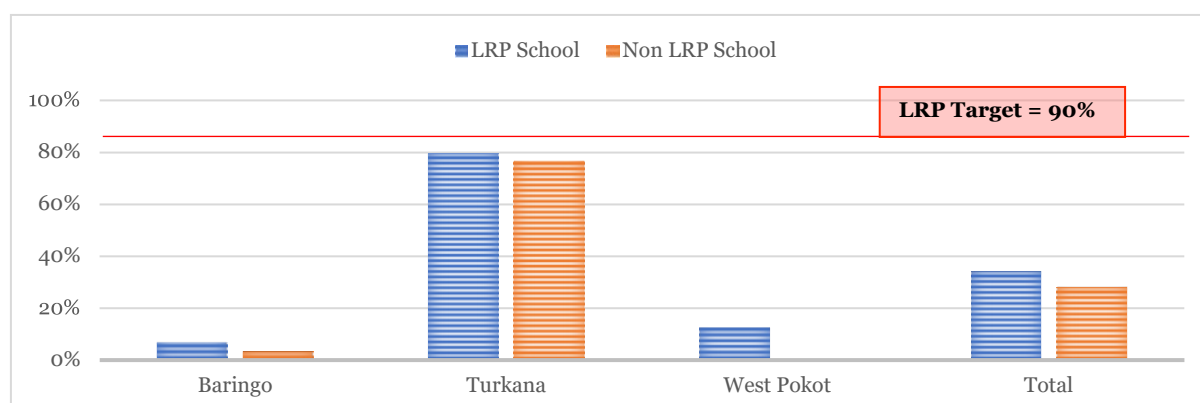


**Table 31: Average number of days after start of Term 1, 2018 that food was delivered**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Average number of days delayed	21	9	3	1	24	9	16	6

118. Since the school survey took place in the first week of Term 2, 2018, the team checked the food stores and observed whether food had been delivered to schools for Term 2. Figure 21 shows that most schools in Turkana County, both LRP (79.4%) and non-LRP (76.5%) received their food for Term 2, 2018 ahead of the school opening. This was not the case however for Baringo and West Pokot. Interviews with MoE personnel indicate that for LRP schools, the delay was the same as for Term 1, i.e. delay in the logistics of moving the food from the county warehouses to the schools. For non-LRP schools, the delay was intentional as there was still food remaining in the school stores from Term 1. There is a statistically significant difference in the delay of delivery of food between LRP and non-LRP schools.<sup>42</sup>

**Figure 21: Percentage of school where food was delivered before the start of Term 2, 2018**



<sup>42</sup> Levene's test for equality of variances: LRP schools (M = 15.61, SD = 13) and non LRP schools (M = 6, SD = 9.5), t (189) = 5.8, p < 0.001

119. Previous evaluations of the school meal programme<sup>43</sup> have shown that there are challenges to the government providing in-kind food to schools in a timely manner and the above findings are no exception. The HGSMMP puts the responsibility of procurement into the hands of the schools and the task of food delivery to the local traders. In general, this results in more timely delivery of commodities to schools.<sup>44</sup>
120. For Term 1, 2018 most schools reported that they used only one supplier to provide all the food for the school meals. This is consistent with the HGSMMP Implementation Guidelines<sup>45</sup> that indicate that schools should select the supplier that provides the lowest cumulative price for the commodities required for the school meal. Qualitative interviews with traders, farmers and with MoA personnel indicate that requesting one supplier to provide all the commodities needed for school meals each term is a barrier to schools buying from farmers or FOs as they are generally only able to provide the items they produce, and they do not have the transport capacity, the financial/credit means or the market linkages to easily procure the other items in large quantities (including salt and oil).
121. Table 32 shows the overall baseline picture of timeliness of food delivery to schools. Given that the LRP schools were not operating under the same modality as the non-LRP schools as planned, there is a clear difference in the timeliness of delivery between LRP and non-LRP schools, with significantly less LRP schools receiving their food in a timeline manner. Once the LRP schools' transition to the HGSMMP as originally intended and receive ongoing support on the procurement process through the LRP project, it is anticipated that the LRP schools will improve their performance regarding timeliness.

**Table 32: Summary of baseline findings on timeliness**

	Target	LRP schools	Non-LRP comparison schools
Percentage of schools procuring food before the beginning of Term 1, 2018	90%	N/A	76%
Percentage of schools with food delivered before the beginning of Term 1, 2018	90%	19.8%	57.3%
Percentage of schools with food delivered before the beginning of Term 2, 2018	90%	34.4%	28.1%

122. Qualitative interviews indicate that HGSMMP schools sometimes intentionally delay procurement to later in the term if there is still food in stock. For this reason, the baseline team has developed a timeliness index that considers, not only when food was delivered but whether it affected the ability to provide school meals. This will be useful for comparison at endline when both LRP and non-LRP schools are using the HGSMMP. The formula for the Timeliness Score can be seen below. The ideal value for the timeliness score is 100 percent. This equates to no delay in food delivery and no days when meals were not provided.

<sup>43</sup> Including Haag, P. (2014), External Evaluation of Kenya's Home-Grown School Meals Programme 2009-2013; Dunn, S. & Kariuki, W (2015) External Evaluation of WFP's Cash Transfers to Schools Pilot Project, March 2013 - March 2015. Isiolo Country, Kenya.

<sup>44</sup> Republic of Kenya (2016) Home Grown School Meals Programme Implementation Guidelines. World Food Programme.

<sup>45</sup> Ibid.

$$\text{Timeliness Score} = (\text{FD} - \text{DD} - \text{ML}) / (\text{FD}) * 100$$

Where:

FD = Full days (Term days + maximum number of delayed delivery days + maximum number of days of lunch missed)<sup>46</sup>

DD = Actual number of delayed delivery days

ML = Actual number of missed school meal (lunch) days

123. Table 33 shows that non-LRP schools in Turkana scored perfectly at baseline (99.1%) while the lowest rating was obtained by LRP schools in Baringo (77.9%) and West Pokot (79%). There is a statistically significant difference ( $p < 0.001$ ) in the timeliness score in LRP compared with non LRP schools<sup>47</sup> with the non-LRP schools having a higher (better) timeliness score than the LRP schools. There is also a statistically significant difference ( $p < 0.001$ ) in the Timeliness Score between counties.<sup>48</sup> Turkana scored the highest (97.5%) followed by Baringo (84.9%) and West Pokot (82.6%).

**Table 33: Baseline Timeliness Score**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Timeliness Score	77.9%	91.8%	95.9%	99.1%	79%	86.2%	84.7%	92.5%
	84.9%		97.5%		82.6%		88.6%	

124. 60 percent of surveyed schools reported that they provided a school meal every school day during Term 1, 2018 (Table 34). Overall, a larger percentage of non-LRP schools reported providing a meal every school day during Term 1, 2018 although the difference was not statistically significant ( $p > 0.05$ ).<sup>49</sup>

**Table 34: Percentage of schools reporting providing a school meal every school day during Term 1, 2018**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Schools providing lunch <u>every school day</u> in Term 1, 2018	48.3%	75.9%	61.8%	88.2%	63.6%	45.5%	58.3%	69.8%

125. On average, schools reported not providing food on 5-6 days during Term 1, 2018 (Table 35) although there were large differences between schools. The main reason given by both LRP and non-LRP targeted schools for not providing meals was that no food was available (Table 36). Non-LRP schools in Baringo also said they sometimes there was no one to prepare the meal.

<sup>46</sup> For Term 1, 2018: Term days = 70, maximum delayed delivery days = 70, maximum number of days of lunch missed = 70

<sup>47</sup> The Levene's test for equality of variances indicates the following measures: (M = 92.5, SD = 11.9) for non LRP schools and (M = 84.7, SD = 13.0) for LRP schools,  $t(189) = 4.328$ ,  $p < 0.001$ .

<sup>48</sup> Results from one way analysis of variance indicate that the differences in the Timeliness Score in both LRP and non LRP schools is statistically significant across the three study counties -  $F(2,188) = 33.8$ ,  $p = 0.000$ .

<sup>49</sup> a). While testing the difference between LRP and non LRP schools, it was established that  $\chi(1) = 3.096$ ,  $p = 0.078$ . This shows that there is no statistically significant association between the school LRP status and provision of lunch. b). Similarly, while testing the difference between different counties, it was established that  $\chi(1) = 5.774$ ,  $p = 0.056$ . This shows that there is no statistically significant association between the county and provision of lunch.

**Table 35: Number of days schools reported NOT providing school meal**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Mean	9.6	2.9	2.6	0.5	5.9	10.1	<b>5.8</b>	<b>4.5</b>
Maximum	32	21	24	10	45	42	<b>45</b>	<b>42</b>
Grouped median	2	1.5	1.8	0.1	2.6	3.5	<b>1.4</b>	<b>0.4</b>

**Table 36: Reasons for not providing school meals**

Average days missed due to...	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
No food available	10 days	2 days	3 days	0	6 days	10 days	<b>6 days</b>	<b>5 days</b>
No one to prepare meals	0	1 day	0	0	0	0	<b>0</b>	<b>0</b>
Not enough water	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Not enough firewood	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Poor condition of kitchen	0	0	0	0	0	0	<b>0</b>	<b>0</b>

126. Head Teachers were also asked to report on the quality of the food received, and the majority reported no problems with the food, either from the MoE or from the local traders (Table 37). However, several LRP schools in Baringo County (24.1%) reported received food that was infested with weevils, and 34.5% (n=10) reported other concerns with their food related to the quality of beans received.

**Table 37: Percentage of schools experiencing problems with food commodities received**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Bags arrived in poor condition	3.4%	0%	0%	5.9%	0%	3%	<b>3.1%</b>	<b>1%</b>
Food was infested	24.1%	0%	0%	0%	0%	9.1%	<b>10.4%</b>	<b>0%</b>
Incorrect amount arrived (i.e. not as ordered)	6.9%	0%	5.9%	0%	0%	0%	<b>4.2%</b>	<b>0%</b>
Supplier refused to bring food directly to the school	0%	0%	0%	0%	3%	0%	<b>1%</b>	<b>0%</b>
Other	34.5%	3.4%	5.9%	0%	12.1%	3%	<b>16.7%</b>	<b>2.1%</b>

127. As part of the survey, the enumeration team asked about the volume of cereals and pulses received by LRP and non-LRP schools during Term 1, 2018 and checked the SMP documents to confirm the answers. Overall, the volume of cereals and the pulses received by LRP and non-LRP schools are not significantly different (Table 38). Over a 70 day school term period (Term 1, 2018) each child should receive 13.8kg of food based on the SMP ration.<sup>50</sup> The mean volume of food per child is slightly less, around 13 kg which confirms qualitative interview findings that schools are trying to stretch

<sup>50</sup> The recommended SMP ration provides a total of 197g per child per day = 150g cereals, 40g pulses, 5g oil and 2g salt.

their resources into the next term because of the uncertainty of when the next tranche of funds will arrive. Overall, there was no statistical difference between what children in LRP and non-LRP schools received. This is to be expected as both LRP and non-LRP schools should be using the same WFP basket to calculate how much food is required per term.<sup>51</sup>

**Table 38: Mean volume of food per child received for Term 1, 2018**

		Baringo	Turkana	West Pokot	Total
Mean volume of food per child	LRP schools	12.8	14	11.6	<b>12.8</b>
	Control schools	16.1	12.9	9.6	<b>12.9</b>

128. In addition to the volume, schools reported the value of the commodities they bought for Term 1, 2018. However, since LRP schools received their food from the MoE, no cost data was available. Non-LRP schools receive 10-13 shilling per child per day to provide food under the HGSMF. The cost per child varies depending on the remoteness of the school. Qualitative interviews with MoE personnel indicate that HGSMF schools receive money twice a year, the first coming in time for Term 1, while the second tranche is usually received late in Term II. Schools therefore try and stretch the Term 1 food well into Term 2. This may account for schools providing less than the ideal amount of food per child per day.
129. Table 39 shows that some schools (<10%) reported paying additional monies to have their food for SMP transported, unloaded or stored. Table 40 shows that on average the LRP and non-LRP schools paid similar amounts of additional monies for Term 1, 2018 (~KES 12,000 /USD120). LRP schools reported paying for food to be unloaded, while non-LRP schools did not. Under the HGSMF, the winning supplier is tasked not only with procuring the food but also delivering, unloading and stacking it in the food store.

**Table 39: Number of schools where teachers reported paying additional monies for SMP**

		Baringo		Turkana		West Pokot		Total	
		LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Number of schools paying additional monies	N	2	1	4	0	2	5	<b>8</b>	<b>6</b>
	%	6.9%	3.4%	11.8%	0	6%	15.2%	<b>8.3%</b>	<b>6.3%</b>

**Table 40: Additional monies paid by teachers (KES) for Term 1, 2018**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Food transport	1,500	—	10,000	—	4,250	5,620	<b>5,000</b>	<b>5,620</b>
Food storage	—	—	—	—	—	—	—	—
Food unloading	1,500	—	2,400	—	—	—	<b>2,220</b>	—
Other	—	3,000	5,000	—	—	10,000	<b>5,000</b>	<b>6,500</b>
<b>Total</b>	<b>3,000</b>	<b>3,000</b>	<b>17,400</b>	<b>0</b>	<b>4,250</b>	<b>15,620</b>	<b>12,220</b>	<b>12,120</b>

<sup>51</sup> There is insignificant variation in the mean volume of food per child received for Term 1, 2018 between LRP schools (M = 12.9, SD = 11.1) and non LRP schools (M = 12.8, SD = 4.8), t (189) = 0.076, p > 0.05 as indicated by Levene's test for equality of variances.



130. Given that LRP schools did not conduct the procurement process for Term 1, 2018 it was not possible to calculate the cost per child of school meals in the targeted LRP schools based on actual costs. Instead the Cost-effectiveness Score described below has been calculated using the actual volumes of commodities received by schools, at the market values of commodities obtained by the matched non-LRP schools.
131. The cost-effectiveness score equates to the cost of feeding one child per day (in KES). It should be noted that the costs below for the non-LRP schools are all inclusive (commodities, transport and delivery) while for LRP schools, the cost excludes the cost of the government's food purchase (although most is donated), transport and delivery making them not directly comparable. At endline, the Cost-effectiveness Score will again be computed on volumes for comparison, and assuming the LRP schools' transition to HGSMP, the Score can also be calculated based on actual costs.

<b>Cost-effectiveness Score = GMC * VCPD</b>	
<u>Where:</u>	
GMC = ATA/ATV	Actual grouped median cost = actual total cost of commodities/ actual total volume of commodities
VCPD = VCPT/DLS	Volume per child per day = Volume per child per term/ number of days lunch is served

132. Table 41 shows that overall, the cost of providing food to schools in the three targeted LRP counties was between 10-13 KES per child per day, with Baringo being the most expensive at 12.1 KES. This finding is consistent with the 2016 market assessment<sup>52</sup> that found that East Pokot sub-county will need to have a higher transfer value when transitioning to HGSMP due to the risks to proper market functioning. It is also consistent with the Baringo traders ranking high transport costs as the main barrier to grain trading (Table 13). There is currently no statistical difference in the direct cost of feeding one child in LRP and non LRP schools ( $p > 0.05$ )<sup>53</sup> or between counties ( $p = 0.058$ ).<sup>54</sup>

**Table 41: Baseline Cost-effectiveness Score<sup>55</sup>**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Cost-effectiveness Score	11.5	12.7	10.9	9.8	9.6	8.9	<b>10.7</b>	<b>10.4</b>
	12.1		10.4		9.3		<b>10.5</b>	

### 2.5.2 School menus

133. To support the introduction of locally produced foods into the school meals, the LRP includes nutrition training at county and school level to provide awareness on the nutritional benefits of locally produced drought tolerant crops as well as training on the benefits of dietary diversification. The LRP also supports the development of more diversified school menus to include the locally produced crops.

<sup>52</sup> WFP et al (2016) Baringo County (East Pokot and Marigat sub-counties) Market Assessment. World Food Programme, Baringo County Government, NDMA and World Vision. Kenya

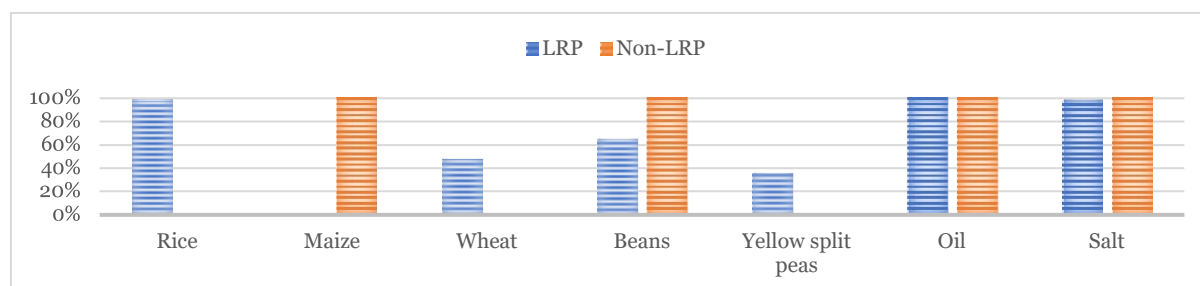
<sup>53</sup> The Levene's test for equality of variances indicates the following measures – ( $M = 10.4$ ,  $SD = 4.1$ ) for non LRP schools and ( $M = 10.7$ ,  $SD = 8.5$ ) for LRP schools,  $t(189) = -0.282$ ,  $p > 0.05$ .

<sup>54</sup> Results from one way analysis of variance indicate that the differences in the direct cost of feeding one child in both LRP and non LRP schools is statistically insignificant across the three study counties -  $F(2,188) = 2.89$ ,  $p = 0.058$

<sup>55</sup> The Cost-effectiveness Score for LRP schools does not include the cost of the government's purchase of commodities, or their transport and delivery. The CES for the non-LRP schools is all inclusive (cost of commodities, transport and delivery).

134. At the time of the baseline survey, FAO in collaboration with nutrition sector partners were updating the National Food Composition tables which provide detailed nutrient analysis of a variety of food and drinks consumed in Kenya. WFP had also completed a detailed anti-nutrient analysis of sorghum and cowpeas, and is developing guidelines for the management of anti-nutrients<sup>56</sup> at food preparation level. This is important as some of the proposed drought tolerant crops including sorghum, finger millet and cowpeas contain anti-nutrients such as phytates, polyphenols and digestion-inhibiting enzymes. WFP has also put together a variety of recipes for the preparation of sorghum and cowpeas, and these guidelines and recipes will be tested in schools in Turkana in August 2018.
135. Figure 22 shows that in general, non-LRP schools reported using four commodities for their school lunches – maize, beans, oil and salt (one menu). For Term 1, 2018 LRP schools had more diverse menus due to the commodities provided by the MoE. LRP schools received rice, wheat, beans, yellow split peas, oil and salt as these were commodities that MoE had for distribution during the drought. None of the surveyed schools reported using any drought tolerant crops (sorghum, cowpeas, green gram or millet).

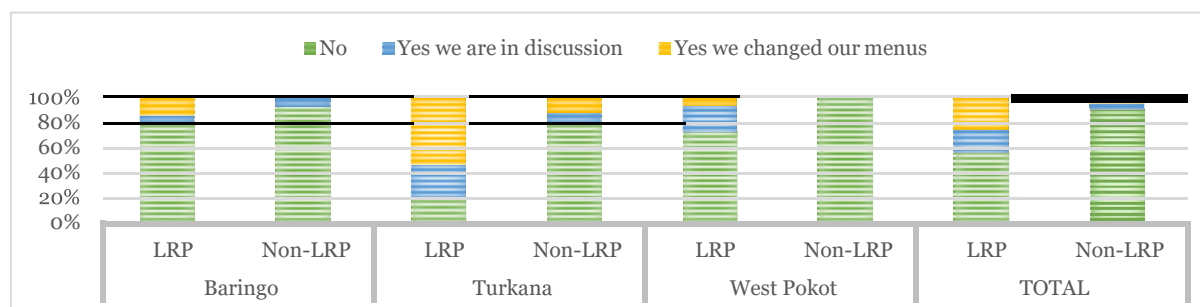
**Figure 22: Percentage of schools reporting use of various food commodities for school lunches during Term 1, 2018**



136. The LRP project plans to support schools to provide more diverse school meal menus. The Head Teacher or the teacher responsible for the school meals were therefore asked if they had done any work with WFP in the last two years to revise their school lunch menus. Figure 23 shows that 80 percent of LRP schools (79.4%) in Turkana County reported that they had either already changed their menus or were currently in discussion with WFP on how to do so. Overall, 25 percent of LRP schools said they had already changed their menus compared to 4 percent of Non-LRP schools. However, this change in menu is not as a result of the LRP since nutrition activities have not yet started. Schools reported the change in menu brought about by the MoE providing a wider range of food commodities for Term 1, 2018 as described above.

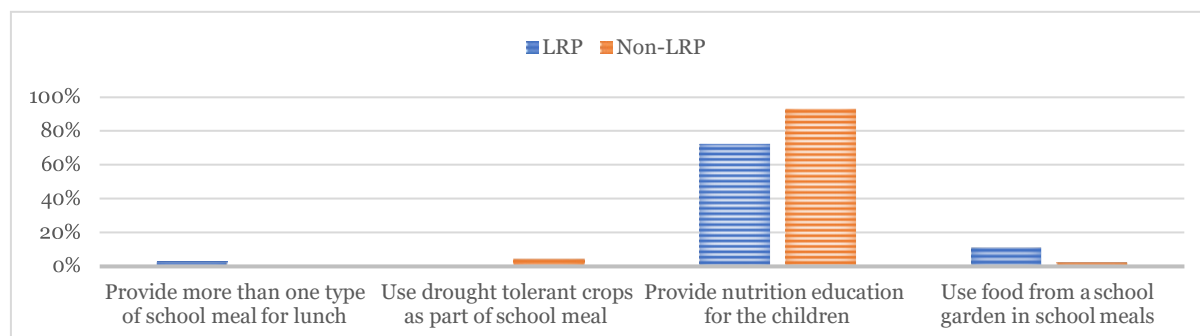
<sup>56</sup> Anti-nutrients inhibit the absorption or digestion of nutrients from food. For example, phytates inhibit the absorption of several minerals including iron. Similarly, polyphenols – including tannin – which is present in finger millet, may also play a role in reduced iron absorption. <http://www.fao.org/docrep/To818e/To818Eoj.html>

**Figure 23: Percentage of schools reporting changing their school meals menus**



137. Figure 24 shows activities conducted in schools to promote dietary diversity. Most schools already provide nutrition education for the children as it is included in the school curriculum, but less than 10 percent of schools conduct any other activity to promote dietary diversity. In addition, all HGSMP schools (including the LRP schools) have received training on the HGSMP which includes a module on nutrition.

**Figure 24: Percentage of schools reporting activities to promote dietary diversity**



138. The promotion of dietary diversity and the inclusion of locally produced, drought tolerant crops are new for the SMP and key informant interviews with MoE and MoAI personnel indicate that it is needed, to complement the work already being done related to procurement and the choice of commodities that schools will request. However, key informant interviews with school personnel made it clear that price remains the largest determinant of what commodities are purchased/requested by schools for the SMP.

139. The current transfer rate per child for the HGSMP is calculated on the original WFP school meals ration of maize, beans, oil and salt. Currently therefore the HGSMP rate is insufficient to allow schools to purchase any commodities that cost more than maize and beans. The MoE, with WFP’s support plan to undertake a review of the transfer rates once the LRP supported market assessments are carried out later in the year. Until the schools have additional funding it is unlikely that drought tolerant crops will be purchased by schools. Interviews with MoE personnel also indicate that school enrolments are increasing but the SMP value provided to schools is not being updated accordingly resulting in less funding than is required per school.

### 2.5.3 Capacity building in schools

140. In collaboration with the MoE, through the LRP, WFP has trained school teachers, parents, and County Education Officers in Baringo and West Pokot on the HGSMP’s

CTS model in order to enhance accountability and transparency in school-based food procurement process.

141. WFP and MoE also conducted training for the Schools Board of Management Chairperson, the Head Teacher and the School Meals Teacher in Baringo and West Pokot at the end of 2017 in preparation for their transition to the HGSMP. The numbers of personnel trained can be found in Table 42. In total, 721 personnel have been trained, 19.4% of whom were women.

**Table 42: Training for school personnel in LRP targeted counties, 2017**

County	Date of training	Number trained	
		Male	Female
Baringo	20-26 November 2017	280	60
West Pokot	27 November – 3 December 2017	301	80
<b>TOTAL</b>		<b>721</b>	

142. Table 43 shows that both LRP and comparison non-LRP schools reported receiving training on HGSMP and on the government tendering process. More LRP schools reported that the School Meals Committee members had received training than in the non-LRP schools. Training for school personnel was also conducted in Turkana earlier in 2017 with funding from other donors (non-LRP funding).

**Table 43: School personnel reporting receiving training on the HGSMP from WFP/MoE since 2016**

Personnel	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Head teacher	79.3	96.6	97.1	64.7	66.7	90.9	<b>81.3</b>	<b>83.3</b>
Teachers	44.8	72.4	47.1	14.7	39.4	81.8	<b>43.8</b>	<b>55.2</b>
SMC members	13.8	41.4	55.9	2.9	15.2	12.1	<b>29.2</b>	<b>17.7</b>
SMC Chair	31.0	86.2	91.2	2.9	48.5	72.7	<b>58.3</b>	<b>41.7</b>

143. With the ongoing receipt of MoE in-kind food and the final distribution of USDA-funded commodities, it is unlikely that the LRP targeted schools will transition to the HGSMP until at least Term 3, 2018 if not Term 1, 2019.
144. Qualitative interviews indicate that aside from price, the other significant challenge to introducing drought tolerant crops into the school meals menus will be meal preparation. To reduce the effect of the anti-nutrients, additional preparation steps will be required. Depending on the commodity this is likely to include soaking (which uses more water) or fermentation (longer preparation time), or longer cooking (using more cooking fuel and more time). Cooks will therefore need additional training on preparing new commodities. To date, WFP has provided some training for school cooks on good nutrition and menus, particularly in Baringo and West Pokot. However additional, practical training on the preparation of different recipes will be required.
145. As with the other key LRP outcomes of timeliness and cost-effectiveness the baseline team have developed a scoring system for evaluating whether the LRPs nutrition outcome has been achieved. The Nutrition Score considers three components:

whether a child receives a meal every school day (actual days served), in the appropriate quantity (volume) and whether there is some diversity in the school menu (menu diversity). Each of these components are then given equal weighting to form a measure of good nutrition. The ideal value for the Nutrition Score is 100 percent. This equates to the children receiving the correct volume of food (197g),<sup>57</sup> every school day, along with a different meal each day of the school week (a maximum of 5 meal options).

<b>Nutrition Score = Av ((TVCD/150), (TVPD/40), (TVOD/5), (TVCS/2))<sup>*W1/3</sup>, (DLS/70)<sup>* W1/3</sup>, (MEN/3)<sup>* W1/3</sup></b>	
<u>Where:</u>	
Av	Average
TVCD	Total volume of cereals per child per day fed
TVPD	Total volume of pulses per child per day fed
TVOD	Total volume of oil per child per day fed
TVSD	Total volume of salt per child per day fed
DLS	Actual days lunch was provided
MEN	Menu items diversity
W1/3	1/3 weighting

146. Table 44 shows that at baseline, the average score was 67.1 percent with LRP schools scoring slightly higher (67.4%) than non-LRP schools although the difference is not significant (p>0.05).<sup>58</sup> Since the LRP nutrition work has not yet commenced, the difference is due to the more diverse basket of commodities that MoE provided to LRP schools due to the drought response. The survey results described earlier indicate that there was no significant difference in LRP and non-LRP schools' volume of commodities provided to children or the number of days that schools missed meals.

**Table 44: Baseline Nutrition Score**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non- LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non- LRP
Nutrition Score	66.6%	69.7%	70.5%	70.6%	64.8%	60.5%	<b>67.4%</b>	<b>66.9%</b>
	68.2%		70.6%		62.7%		<b>67.1%</b>	

147. The overall aim of the LRP is to improve the effectiveness of food assistance through local and regional procurement. To measure whether this has been achieved (at endline), an overall Impact Score has been calculated based on the three intended programme outcomes: cost-effectiveness, timeliness and nutrition. The calculation of the Impact Score can be seen below.

<b>Impact Score = (TS + NS - CS)/187*(100)</b>	
<u>Where:</u>	
TS = Timeliness Score	
NS = Nutrition Score	
CS = Cost Effectiveness Score	

148. Overall, the benchmarking of the Impact Score at baseline (Table 45) shows that non-LRP schools are currently performing better in all counties. This is largely due to the non-LRP schools' better results on timeliness and cost effectiveness. The difference

<sup>57</sup> 197g = 150g cereals, 40g pulses, 5g oil and 2g salt.

<sup>58</sup> The Levene's test for equality of variances indicates the following measures – (M = 66.9, SD = 7.5) for non LRP schools and (M = 67.4, SD = 7.7) for LRP schools, t(189) = -0.391, p > 0.05.

is statistically significant ( $p < 0.01$ )<sup>59</sup> and primarily due to the late transition of the LRP schools to the HGSM. There is also statistically significant difference between counties ( $p < 0.001$ ), with schools in Turkana currently ranked as the best performers in the three outcome areas, with West Pokot performing the poorest.<sup>60</sup>

**Table 45: Baseline Impact Score**

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Impact Benchmark Score	71.1%	79.6%	83.2%	85.5%	71.8%	73.7%	<b>75.6%</b>	<b>79.7%</b>
	75.4%		84.3%		72.7%		<b>77.6%</b>	

149. Qualitative interviews with MoE personnel indicate the LRP support that will be provided to farmers and FOs under the LRP is well received. The main concern of MoE stakeholders was that traders already have the capacity to complete the required tender application and also have the networks that enable them to provide commodities to schools at a lower price. Stakeholder were therefore uncertain how the schools can support farmers/FOs to enter the market.
150. Additional school survey data can be found in Annex 15.

**Key findings from the school survey:**

- The 2017 drought resulted in the LRP schools not transitioning to the HGSM as planned and receiving in-kind support from the MoE instead.
- As a result, there was a statistically significant difference in the timeliness of delivery of food assistance to LRP and non-LRP schools for Term 1, 2018, with non-LRP schools performing better.
- Overall, 60% of schools reported providing a school meal every school day again with non-LRP schools performing better.
- Some quality concerns were reported primarily with the beans in LRP schools. No quality concerns were reported in non-LRP schools.
- On average, the cost of the school meal in Baringo is 12 KES/child/day, higher than in Turkana and West Pokot where the average was 10 KES/child/day.
- Most schools reported conducting nutrition education for the children.
- The LRP schools reported consuming a greater diversity of foods for their school meals, primarily because the MoE provided a variety of commodities through their drought relief. However, there was no statistically significant difference in the Nutrition Score of LRP and non-LRP schools.

151. Overall, the main factors identified by stakeholder as having the potential to affect the results of the LRP are listed below. All these areas are already incorporated in the support that will be provided through the LRP.

<sup>59</sup> The Levene's test for equality of variances indicates the following measures – ( $M = 79.71$ ,  $SD = 9.59$ ) for non LRP schools and ( $M = 75.61$ ,  $SD = 10.02$ ) for LRP schools,  $t(189) = 2.889$ ,  $p < 0.01$ .

<sup>60</sup> Results from one way analysis of variance indicate a statistically significant difference across the three counties -  $F(2,188) = 32.7$ ,  $p = 0.000$ . Turkana scored the highest (84.3%) followed by Baringo (75.4%) and West Pokot (72.7%).

- Adequate training provided to schools
  - MoE monitoring of the programme
  - Clear implementation of the procurement process
  - Clear guidance on how to prioritize famers into the procurement process
  - The price of drought tolerant commodities and the value of the HGSMP transfer
  - Training provided to cooks on ways to prepare the new commodities, and
  - Improving the linkages between farmers, traders and schools
152. The full LRP PMP showing the baseline values of all the LRP indicators up to March 31, 2018 can be found in Annex 16.

### **3 CONCLUSIONS**

153. The LRP offers an important opportunity to ensure that the targeted schools in Baringo, Turkana and West Pokot transition smoothly to the HGSMP. It also provides a starting point for WFP to work with farmers and FOs in Baringo and West Pokot and expand its work in Turkana.

#### **3.1 Are the LRP activities likely to result in an effective programme?**

154. The results of the baseline indicate that the activities outlined in the LRP project document are likely to result in effective support to LRP schools for transitioning to the HGSMP. This should result in improved cost-effectiveness and timeliness of food assistance to the targeted schools.
155. In addition, the inclusion of nutrition activities at school level should contribute to school personnel having a greater understanding of the importance of dietary diversity for good growth and development. If schools decide to request traders to provide a greater range of commodities for the school meals, this will also contribute to the nutritional status of the school children. The baseline has however, identified two key challenges to the uptake of more diverse school lunch menus: the price of locally grown, drought tolerant commodities compared with maize and beans, and the preparation that those commodities require.
156. While the recent market assessments indicate that the market supply to all three targeted LRP counties will support the transition to HGSMP, the support provided through the LRP will be critical for enabling local farmers, through FOs, to participate in the school meals market. Currently the FO capacity is low, particularly in Baringo and West Pokot where this component of work is new. Many of the targeted FOs do not yet aggregate and sell their members commodities so they will require a significant level of support. Further, although the HGSMP guidelines indicate a preference for supply by local farmers in reality this is difficult for several reasons. As a result, currently the schools are being supplied by local traders. The upcoming MoAI procurement framework should help to address this issue, although it is likely to take longer than the LRP timeframe to address the barriers hindering farmer's participation in the school feeding programme.

#### **3.2 Are the LRP activities likely to result in an efficient programme?**

157. WFP has put in more than a decade of capacity building efforts for the MoE on HGSMP with positive results. This is the penultimate handover of counties and there

is nothing to indicate that the LRP target counties/sub-counties will not also transition smoothly.

158. The baseline finds that the procurement of commodities by traders is predominantly done within Kenya with traders in border areas sometimes purchasing from neighbouring markets in Uganda, as well as Ethiopia and Tanzania. The transition of the LRP schools to the HGSMP therefore fits with the overall local and regional procurement direction of the school meals programme in Kenya. Local procurement will be a cost-efficient alternative to international procurement and transport and will result in multiplier effects both for the local economy of the targeted county and for the Kenyan economy.
159. Supporting LRP schools to transition to the HGSMP should also result in a more efficiently operated programme. While the LRP schools remain on in-kind assistance, one of the current inefficiencies is the transport of commodities from the government stores to the schools. This also has timeliness consequences as the county authorities lack the logistics capacity to deliver to all their schools in a timely manner. Giving this responsibility to local traders or FOs should alleviate this issue.

### **3.3 Is the LRP likely to have an unintended positive or negative outcomes or impact?**

160. Interviews with key stakeholders were overwhelmingly positive about the change to the HGSMP citing improved timeliness and economic benefits to local communities. The baseline did not identify any potential unintended negative consequences of the LRP. However, it was made clear by several stakeholders that the procurement process followed by the HGSMP schools needs to be done in a very transparent, well-advertised way. Some stakeholders felt that schools were currently advertising within a very small geographic area that does not fully allow for competitive bidding. The LRP schools may need ongoing support on the procurement process once they transition to the HGSMP to ensure that procurement is carried out as per the HGSMP Implementation Guidelines.<sup>61</sup>

### **3.4 Are the results of the LRP likely to be sustainable?**

161. The findings of the baseline indicate that some LRP results are likely to be more sustainable than others. Intended results in the schools – the main impact area of the project, are likely to be sustained. However, any progress made with FOs will require ongoing support that may span beyond the initial project period of two years.
162. **Capacity building:** WFP Kenya's past record successfully building the capacity of the MoE to take over the school meals programme is a strong indicator of future success in this area, and the accelerated transition plan for handover is a testament to this. Previously, when counties were handed over to the MoE, WFP continued to provide technical support for two years. From the handover of the LRP schools in September 2017, this support reduced to one year, as the MoE now has the experience and capacity to implement the programme. Financially the MoE increased the budget allocation to school feeding for SY 2017/18 and this is expected to increase again in FY 2018/19 to enable full handover and implementation.
163. **Schools:** The support provided to schools through the LRP is likely to be sustainable since the Government of Kenya already implements the HGSMP in the majority of

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<sup>61</sup> Republic of Kenya (2016) Home Grown School Meals Programme Implementation Guidelines. World Food Programme.



counties. The technical support that will be provided to school personnel in the first-year post-handover will help ensure that schools have the capacity to implement the HGSMP in an appropriate way. The key factors that are likely to affect the sustainability of the school level results are if/when the LRP schools' transition to the HGSMP, the value of HGSMP allocations to schools, and whether those allocations are distributed in a timely manner.

164. **Traders and local FOs:** Although capacity support to local farmers is in the early stages in Baringo and West Pokot, WFP has done considerable work with farmers in Turkana County. Experience shows that improving farmer capacity takes time, longer than the duration of the LRP. Although the short duration of the LRP is unlikely to be conducive with sustainable change in production the evaluation finds that the work is needed. Overall, the LRP should result in sustained improved awareness for FO members on the opportunity that the HGSMP presents, the importance of price negotiation and possible new markets for the sale of their products.
165. Forward delivery contracting of FOs in Turkana introduces schools to the potential of using locally produced, drought tolerant crops. However, unless schools can afford to buy sorghum and cowpeas post-FDC, any interest in these commodities for school meals is likely to wane. Improved nutrition is unlikely to be a strong enough factor for schools to purchase a more diverse range of commodities, given their limited resources. Given the current production levels of the FOs, it is also unlikely that their production will increase sufficiently to supply schools unless there is an ongoing demand for the commodities.
166. Food quality and safety is an important aspect in the procurement and handling of locally procured food, however less than a third of the survey FOs make any effort to ensure their commodities are of good quality. This will need to be rectified if FOs will be applying for school tenders directly. This aspect is currently being addressed through McGovern Dole, Canada and other donor funding in collaboration with MoH and Food Safety and Quality is a module that is covered during both the LRP trader and FO training. WFP has also supported the development of national guidelines for Food Safety and Quality for School Meals in Kenya, which should be finalised soon.
167. Overall, the main challenges to sustained LRP results identified through this baseline are as follows:

Challenges to improved cost-effectiveness

- The current HGSMP transfer rate per child must be sufficient to ensure that schools can purchase adequate, good quality food from local suppliers (either FOs or traders).
- 

Challenges to improving timeliness

- The disbursement of HGSMP funds to the schools must come in a timely manner.
- Schools must ensure that the tender process includes delivery of commodities directly to their school store.
- 

Challenges to improving access to nutritious and culturally acceptable foods

- The current HGSMP transfer rate is insufficient to purchase commodities other than maize, beans, oil and salt, the value of which was used to calculate the transfer rate initially.
- Low production levels of crops in the targeted counties means that the price of locally produced commodities is unlikely to drop significantly in the short term.
- There is currently limited incentive for farmers to produce more drought tolerant crops as there is limited market demand.
- The HGSMP Implementation Guidelines<sup>62</sup> include prioritizing local farmers but in practice this is not being done. Most FOs lack the expertise, credit, transport and storage facilities needed to be able to supply schools with large quantities of commodities on a regular basis.
- There is currently no linkage between schools and FOs. Schools interact with traders since they are known to have the capacity to supply.

#### 4 RECOMMENDATIONS

##### **Recommendations (in priority order)**

- [Recommendations that may be completed by the end of the LRP implementation period](#)

**Recommendation 1:** WFP and partners should continue to implement the LRP project as per the current agreement (2017-2020) including WFP providing technical support to the MoE and LRP schools as they transition to the HGSMP.

**Recommendation 2:** WFP should undertake additional data collection in LRP schools once they have transitioned to the HGSMP. This should include collection of timeliness and cost data and recalculation of the timeliness and cost-effectiveness scores.

**Recommendation 3:** WFP and the MoAI should ensure that the planned LRP market linkage forums provide opportunities for FOs to meet with local traders.

**Recommendation 4:** WFP should continue to support the development of a framework that supports and prioritizes procurement from local farmers. This may include uncoupling commodities and allowing FOs to provide only the items they grow and not the whole school meals basket.

**Recommendation 5:** WFP and the MoH should collaborate to develop practical guidance for LRP schools on ways to introduce locally-produced drought tolerant crops into their school menus within their limited resources.

**Recommendation 6:** WFP and the MoH should collaborate to ensure that schools receive regular nutrition support since this is a new project area.

- [Recommendations that may take longer to implement than the LRP duration](#)

**Recommendation 7:** WFP should support the MoE to review the HGSMP transfer rate once updated market assessment findings are available for Baringo and West Pokot at end of 2018/Early 2019.

**Recommendation 8:** WFP and the MoAI should continue to support farmers to improve their production capacity.

**Recommendation 9:** WFP should continue to support County Governments to develop and implement food quality and safety strategies for school feeding programmes (including aflatoxin testing).

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<sup>62</sup> Republic of Kenya (2016) Home Grown School Meals Programme Implementation Guidelines. World Food Programme.

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## ANNEXES

### Annex 1: Evaluation terms of reference

#### Introduction

This TOR is for a baseline of the World Food Programme (WFP) Local Regional Procurement (LRP) Project that will be implemented in Kenya from 2017-2020. The project is funded by the United States Foreign Agricultural Service (FAS) This baseline is commissioned by WFP Kenya Country Office and seeks to assess the situation before the beginning of the programme. Under the project, WFP will, over a period of approximately two years, use the funds provided by FAS to implement a local procurement project to support its on-going school feeding project in Baringo, Turkana, and West Pokot counties of Kenya, focused on achieving the following objectives:

- Improve effectiveness of food assistance by improving cost-effectiveness and improving timeliness
- Increase the capacity of traders and school meals procurement committees to effectively and efficiently procure local commodities for school's meals, promoting the sustainability of school feeding;
- Strengthening local and regional food market systems, improving access to culturally-acceptable foods and connecting them to the home-grown school meals program'; and
- Improve nutrition of students by increasing access to and use of various, quality, nutritious, and culturally-appropriate foods in school meals.

#### Reasons for the Baseline

This baseline is being commissioned for the following reasons:

- To develop a program evaluation design, laying the foundation for a final evaluation that will assess the project's relevance, effectiveness, efficiency, sustainability, and impact.
- To provide a baseline assessment of the situation at the beginning of the project guided by the results framework and PMP and to provide baseline values.
- To identify threats to project implementation and provide recommendations for overcoming threats, as well as recommendations for optimizing project implementation and monitoring.

#### Objectives

The main objective of this baseline is to assess and report on the situation before the beginning of the project. The baseline will serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – The baseline will assess and report on the baseline values of WFP's Local Regional Procurement (LRP) Project upon which performance of the programme will be measured at the final evaluation.
- **Learning** – The baseline will develop a programme evaluation design laying the foundation for final evaluation to measure the performance of the programme.

#### Stakeholders and Users

A number of stakeholders both inside and outside of WFP have interests in the results of the baseline and some of these will be asked to play a role in the baseline process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the baseline team as part of the inception phase. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the baseline process, with participation and consultation in the baseline by women, men, boys and girls.

**Table 1: Preliminary Stakeholders' analysis**

Stakeholders	Interest in the baseline and likely uses of baseline report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Kenya</b>	Responsible for the country level planning and operations implementation, it has a direct stake in the baseline and an interest in learning from

	experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
<b>Regional Bureau (RB) Nairobi</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the baseline findings to apply this learning to other country offices.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations. OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This baseline results will not be presented to the EB but its findings may feed into corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	
<b>Beneficiaries</b>	As the ultimate recipients of assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the baseline of women, men, boys and girls will be determined and their respective perspectives will be sought. More specifically, teachers, school meals procurement committees, students, local traders and traders should be considered as key stakeholders.
<b>Government, National and County Levels</b>	Both county and national governments have a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Government has the overall ownership of the school feeding programme, and shares the interest in learning lessons for design of future programmes, including transition to cash model. The key line Ministries are: Ministry of Education, Ministry of Agriculture and Irrigation, Ministry of Health including relevant Ministries at county level. County and Sub-county Education Officers, School Management Committees are also key as they are involved in school feeding programme implementation and policy support.
<b>United Nations and Development Partners</b>	The Kenya United Nations Development Assistance Framework (UNDAF) should contribute to the realisation of the government developmental objectives. Kenya United Nations Country Team (UNCT) has therefore an interest in ensuring that WFP operation is effective in contributing to the United Nations concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. The partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to the UNDAF particularly UNICEF, UNESCO, FAO, UNDAF thematic working groups, the Education Sector Donors Groups.
<b>Donors</b> [USDA, Australia, Canada, EU, Germany, Japan, Russia, Private donors]	Whereas LRP is funded by USDA, WFP operations are voluntarily funded by a number of donors. This project builds on the existing school feeding programme which is a multi-donor initiative. As such, USDA as well as other donors will have an interest in knowing how findings from this evaluation fit in the larger school meals programme implementation context.

The primary users of this baseline will be:

- The Kenya country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships
- This baseline (and subsequently the final evaluation) will contribute to the body of knowledge on the LRP projects. USDA, as the funder of the baseline, will use findings and lessons learned to inform program funding, design, and implementation decisions.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the baseline findings to provide strategic guidance, programme support, and oversight
- WFP HQ may use baseline for wider organizational learning and accountability
- Context and subject of the baseline

### **Context**

Since 1980, WFP and the Ministry of Education have jointly implemented a school meals program targeting the most food-insecure counties with the lowest enrolment and completion rates and high gender disparities - including all primary schools in the marginalized arid and semi-arid lands of Kenya and in the informal settlements of Nairobi. WFP and the Government of Kenya are currently giving a hot lunch to 1.5 million children attending school across the country each day of the school term.

In 2009, the Government of Kenya started a national home grown school meals programme (HGSMP) to provide a meal to children at school; to support education achievements while also stimulating local agricultural production through purchase of food from smallholder farmers and local food suppliers. Unlike other school feeding programmes, the HGSMP seeks to deliver simultaneously on 'local' economic growth and social protection or poverty education objectives.

After more than three decades of joint WFP-Government programming, the transition of school feeding activities to Government ownership is due to be completed by June 2018. WFP supports the hand-over process through strengthening food procurement systems, accountability, transparency and local markets. This is done through a combination of technical guidance, training, joint missions and exchange of staff to build national capacity in procurement, data collection, reporting, monitoring and evaluation, and programme management.

The Home-Grown School Meals Programme supports access to education while also stimulating local economic development (including agricultural production) through procurement of food from local structured markets, increasing farms' income and creating additional jobs in the community. HGSMP is an investment in the local economy, linking small-scale farmers and suppliers to an ongoing school market. The programme promotes smallholder farmer productivity and capacity by offering a widespread market that is accessible to farmers due its decentralized procurement approach.

The United States Department of Agriculture's- Mc Govern Dole has been a long standing staunch and generous supporter of school feeding programmes in Kenya since 2004. By November 2017, the U.S. Department of Agriculture had committed US\$117 million dollars in food to support school feeding programmes throughout the country. United States contributions alone were equated to be between 35% and 75% of all WFP's commitments to school feeding programme since 2004 for different years. Generous support from McGovern-Dole and other donors has enabled WFP to engage fully with the Government of Kenya on the benefits of school feeding, whilst developing the capacity of the government to take over ownership of the programme in a number of areas including; procuring food locally, thus stimulating local economies; raising awareness on the importance of education; building a rehabilitating school kitchens, storage and sanitation facilities; raising awareness on nutrition; raising awareness on hygiene and sanitation, such as handwashing and promoting food safety and quality.

Structured Demand markets are markets created by public or non-profit entities that have a predictable and reliable demand for food products. The HGSMP provides a structured demand

market. On the demand side, the procuring entity can offer a market and an additional source of income for smallholder farmers through inclusive public procurement processes. On the supply side, structured demand markets like schools can inspire farmer organizations to increase their levels of production and organization in order to meet the demands of structured demand markets and other high-value markets. The project aims to use the structured demand markets of the HGSMP to encourage local agricultural production and strengthen local food supply systems.

The HGSMP provides market opportunities for local suppliers (traders, farmer's organizations and smallholder farmers). However, a recent external evaluation of the HGSMP<sup>63</sup> concluded that it has been difficult for farmers' groups to supply schools without sustained capacity development support. Moreover, it has been established that existing procurement regulations, processes and tools do not fully support the inclusion of smallholder farmers, promote transparency, or ensure schools get value for the funds spent.<sup>64</sup> Food quality and safety is an important aspect in the procurement and handling of locally procured food, there is therefore a need to support County Governments to develop and implement food quality and safety strategies for school feeding programmes (including aflatoxin testing). This is especially pertinent for sub counties that have been implementing HGMSP.

Schools have the potential to become powerful platforms for mainstreaming nutrition while promoting lifelong healthy eating habits. Daily school meal plays a considerable impact on the overall daily dietary intake of a student. Currently, for schools in the arid and semi-arid lands, the school basket consists of three food groups, including cereals, pulses and oil, which provides 30 percent of the recommended daily energy requirements but is lacking in dietary diversity and micronutrient intake. The 2014 Kenya Demographic Health Survey (KDHS) revealed that only 21% of children in the lowest wealth quintile consumed four or more food groups. Identifying local and culturally appropriate foods, including locally available drought tolerant crops, to add to the school meals menus can contribute to the improvement of the student's nutritional status.

### **Subject of the baseline**

The project will be implemented over a period of two years running from U.S fiscal year (FY) 2017 -2020. The project is in support of WFP and the government of Kenya's ongoing school feeding project in Baringo, Turkana and West Pokot counties.

The project will build on WFP's accomplishments in supporting the expansion of the government-led school meal programme. Key objectives of the project are to:

- Improve effectiveness of food assistance by improving cost-effectiveness and improving timeliness
- Increase the capacity of suppliers and school meals procurement committees to effectively and efficiently procure local commodities for school's meals, promoting sustainability of school feeding;
- Strengthen local and regional food market systems, improving access to culturally-acceptable commodities and connecting them to Government of Kenya home-grown school meals programme; and
- Improve nutrition of students by increasing access to and use of various, high quality nutritious and culturally –appropriate foods in school's meals.

These objectives will be achieved through a broad set of activities and inputs including:

### **Assessment and Mapping of Local Food Systems and Value Chains**

WFP will support the government to conduct market assessments of local value chains in Baringo and West Pokot sub-counties, where the Government of Kenya will start providing cash transfers to schools under the Home Grown School Meals Program (HGSMP) in January 2018. These market assessments will map the production and supply capacity of local traders and farmers to schools, and the market assessments will be used to estimate the cash transfer rates that the government should use when transitioning schools to the HGSMP.

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<sup>63</sup> Haag, P. (2014), External Evaluation of Kenya's Home-Grown School Meals Programme 2009-2013.

<sup>64</sup> SNV (2016), "Improving Procurement Tools for Smallholder Farmer Inclusion in Kenya"



WFP will support the government to conduct value chain analyses to identify and map locally produced commodities and local agricultural production that are well-positioned to participate in the structured demand markets created by the HGSMP. Building upon the Cash Transfers to Schools (CTS) market assessments, the value chain analyses will focus on the availability, costs and future potential of local, nutritious, and culturally-acceptable food to become part of the HGSMP food basket. The assessments will also consider the local availability of drought-tolerant crops in order to inform the development of diverse menus under the HGSMP.

### **Capacity Building for National and County Institutions**

WFP will work in partnership with the Ministry of Education (MOE) to train school teachers, parents, and education officers in Baringo and West Pokot on the HGSMP's Cash Transfer to Schools (CTS) model in order to enhance accountability and transparency in school based food procurement process. WFP and MOE will establish a monitoring and oversight plan in Baringo and West Pokot, building upon the WFP Beneficiary Complaints and Feedback mechanism (helpline) and reporting structure developed by WFP and MOE under McGovern-Dole Program Agreement No. FFE-615-2016-014-00.

WFP will support the development of the Government of Kenya's national implementation strategy to guide direct local procurement from smallholder farmers by government institutions, such as schools, the National Youth Service, hospitals and the Kenya Police Service. WFP, in collaboration with the Ministry of Agriculture and Irrigation (MoAI) and the United Nations Food and Agriculture Organization (FAO), have obtained consensus from the Ministries of Education, Health, Interior, Labour and Social Protection, Devolution and Planning, as well as the Kenya Dairy Board, and the National Cereals and Produce Board, to support procurement from smallholder farmers and agricultural processors by developing an implementation strategy, which will be first implemented in Turkana, Baringo and West Pokot, before a national roll-out.

### **Capacity Strengthening for Local Traders and FOs**

WFP will train local farmer organizations, and traders in Baringo and West Pokot on the key requirements for becoming suppliers to the HGSMP, including HGSMP eligibility criteria for traders, procurement procedures for schools, food quality assurance, and post-harvest handling.

WFP will partner with the MoE, MoAI, and MoH to conduct market linkage forums in Baringo and West Pokot, which will provide an opportunity for potential suppliers to interact with school meals procurement committees. Market linkage forums will increase awareness, promote transparency during the procurement process, and provide school meals procurement committees with the opportunity to coordinate with suppliers to adjust the HGSMP food basket based on locally-available products.

### **Develop School Meals Menus Using Local and Nutritious Produce**

WFP will support schools to develop, use, and promote diverse school meals menus based on locally-produced, nutritious, and drought-tolerant crops, including sorghum, millet, and cowpeas, in Baringo, West Pokot, and Turkana. WFP will analyse the nutrient profile of the selected crops and incorporate them into the school meal basket for select schools, ensuring that the newly diversified school meal basket is culturally-acceptable and still meets the nutrient requirements for calories, protein, fats, and micronutrients for primary school students.

WFP will develop a training curriculum and related materials and tools for government officials, school administrators, and school meals procurement committees on how to increase the dietary diversity of the school meal basket to with locally-produced crops. WFP will pilot the training curriculum and related material in Baringo, West Pokot, and Turkana. WFP will conduct nutrition education for students and parents on the importance of diversifying the diet.

WFP will assess the inclusion of locally-produced foods and nutrition education on the dietary diversity of the school meals and students' diet. WFP will use this assessment to provide evidence-based recommendations on the minimum standards for school meal composition, working in collaboration with MOE and MOH. WFP will advocate for investments in the

integration of health and nutrition education into the school curriculum to support the national School Nutrition and Meals Strategy (SNMS) and HGSM guidelines.

### **Procure Locally-Produced, Drought-Tolerant Crops**

WFP will pilot the local procurement of sorghum and cowpeas for schools in Turkana supported under McGovern-Dole Program Agreement No. FFE-615-2016-014-00. WFP will procure these locally-produced, drought-tolerant crops using forward delivery contracts (FDCs) and direct contracts issued to six farmer organizations in Turkana County. The farmer organizations have received technical support on cultivating sorghum and cowpeas, and using FDC and direct contract mechanisms through WFP activities supported by non-USG funds. The locally-procured sorghum and cowpeas will diversify the existing food basket, by replacing a portion of the bulgur wheat and green split peas provided under McGovern-Dole Program Agreement No. FFE-615-2016-014-00 for two days per week (20 days per term) for two school-terms.

The project will use USDA cash funding to contribute towards USDA LRP highest strategic objective (LRP SO1); improved effectiveness of food assistance through local and regional procurement. The following activities will contribute to the achievement of LRP SO 1:

- Improved cost-effectiveness of Food assistance: Capacity building for national and county institutions
- Improved timeliness of Food Assistance: Capacity building for national and county institutions and Capacity strengthening for local suppliers
- Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards: Assessment and mapping of local food systems and value chains, develop school meals menus using local and nutritious produce and Procure locally-produced, drought-tolerant crops

Capacity building for national and county institutions will contribute to the foundational results of increased capacity of government institutions and improved policy and regulatory framework. Capacity strengthening for local suppliers will also contribute to the foundational result of improved capacity of relevant organizations and increased leverage of private sector resources.

For a graphical representation of the project's theory of change, including the linkages among key activities and results, see the results framework in Annex 1 of this document.

The performance monitoring plan gives details of the indicators that will be used to measure performance of the project.

### **Baseline Approach**

#### **Scope**

This baseline is expected to provide a situational analysis before the program activities begins. While ensuring the components of the results framework and the indicators as per PMP are covered, the baseline and the final evaluation will focus more on the capacity strengthening component of the programme.

The baseline will focus on LRP activities that will be implemented from 2017 to 2020 in the arid counties of Baringo, Turkana and West Pokot. The baseline team will develop and implement an appropriate programme evaluation design, clearly outlining the data collection and analysis methods, sample design and sample size calculations.

The values obtained will allow WFP and partners to establish baseline information for the project's indicators and to verify the targets established. The baseline results will also form the foundation for the planned final evaluations to measure performance indicators as well as the highest-level results that feed into LRP strategic objective. This information will inform project implementation and will provide important context necessary for final evaluations to assess the project's relevance, effectiveness, efficiency, sustainability, and impact. At baseline, the baseline team will focus on the following:

Establish an indicator baseline data and information for use to regularly monitor activity outputs and performance indicators for lower level results;

Lay the foundation for the planned final evaluations to measure performance indicators as well as the higher-level results that feed into the LRP strategic objective;

Provide a situational analysis – based on a desk review of documentation and qualitative interviews. The situational analysis will document what the conditions for implementation are at the baseline. Any key shortcomings will be identified.

<b>Criteria</b>	<b>Baseline Questions</b>
Relevance	Summarize the findings on relevance from available documentations and identify any critical shortcomings. Was the project designed to reach the right people with the right type of assistance? Is the project aligned with national government’s relevant policies and strategies? Did the project complement other donor-funded and government initiatives?
Effectiveness	What are the baseline values for each of the standard and custom indicators for the program?
Efficiency	What are the baseline values of cost and timeliness of the intervention?
Impact	What are the possible unintended outcomes, either positive or negative? Is the project taking into consideration an appropriate mitigation strategy? what internal and external factors are likely to affect the project’s results?
Sustainability	Identify any challenges that emerge from the baseline that could affect the sustainability of the programme to what extent is it likely that the benefits of the project will continue after the end of the project? What are the key factors that are likely to affect the sustainability of the results of the project?

### **Data Availability**

The baseline will entail qualitative and quantitative primary data collection per the PMP. Any quantitative data collection will be done with support of WFP Kenya M&E team. The following is a list of background data and or information available for the baseline team. It is expected that the team will expand at inception phase.

- Final evaluation report for the WFP USDA McGovern-Dole International Food for Education and Child Nutrition Program’s Support in Kenya from 2014 to 2016
- Baseline report for the WFP USDA McGovern-Dole International Food for Education and Child Nutrition Program’s Support in Kenya from 2016 to 2020
- Kenya Country Programme 200680 (2014-2018) project document and log frame
- 2016 Standard Project Reports (SPRs).
- Strategy to Strengthen & Expand the Home Grown School Meals (HGSM) Programme into the Arid Lands of Kenya (Validated version 2013)
- USDA commitment letter for Agreement
- Evaluation Plan
- Government of Kenya Education related policies and strategies
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Concerning the quality of data and information, the baseline team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform the data collection
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

### **Methodology**

The baseline team is responsible for developing the full methodology during the inception phase. The team should identify potential risks of the approach and mitigation measures. The following should be considered and included by the baseline team:

- Firstly, confirm and define specific baseline questions, and record them in the WFP Evaluation Matrix.
- Develop and agree an appropriate evaluation design for the project including sample size, data collection and analysis methods.
- Design credible data collection tools
- Use mixed methods in the evaluation design and data collection (including quantitative (Where applicable) and qualitative to ensure a comprehensive design. This can include triangulation of information through a variety of means, or different evaluation questions being answered through different methods and types of data. The use of mixed methods should be documented in the inception report.
- Use participatory methods, including key informant interviews and focus group discussions;
- Ensure the evaluation design takes into account ways to ensure that the voices of women, girls, men and boys are heard and documented;
- Ensure the methodology and baseline implementation are ethical and conform to the UNEG Ethical Guidelines for Evaluation.
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### **Quality Assurance**

WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this baseline and sets out processes with in-built steps for Quality Assurance. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

DEQAS will be systematically applied, where applicable, to this baseline.

WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation/baseline products. The relevant Checklist will be applied at each stage, to ensure the quality of the baseline process and outputs.

This quality assurance process does not interfere with the views and independence of the baseline team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

The baseline team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The baseline team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive (#CP2010/001) on Information Disclosure.

### **Phases and Deliverables**

The baseline will proceed through the 5 following phases.

- **Preparation phase (December 2017-February 2018):** The baseline manager will conduct background research and consultation to frame the baseline; prepare the TOR; select and contract the baseline team for the management and conduct of the evaluation.
- **Inception phase (March 2018):** This phase aims to prepare the baseline team by ensuring that it has a good grasp of the expectations for the baseline and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders.
- **Data collection phase (March 2018):** The fieldwork will include visits to project sites and primary and secondary data collection from local stakeholders. A debriefing session will be held upon completion of the field work.
- **Reporting phase (April-May 2018)** The baseline team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the baseline report. The draft baseline report will be submitted to the baseline manager for quality assurance. Stakeholders will be invited

to provide comments, which will be recorded in a matrix by the baseline manager and provided to the baseline team for their consideration before report finalisation.

- **Follow-up and dissemination phase:** The final baseline report will be disseminated and shared with the relevant stakeholders. Specifically, a dissemination meeting with key stakeholders will be held where the baseline team will disseminate the findings.
- WFP anticipates finalizing the baseline data collection by March 2016 Table 2 gives details of timing each of the phases.

The expected deliverables from the baseline exercise are the following:

- Inception report written following WFP recommended template. The report should include but not limited to:
  - Detailed baseline design
  - Quality Assurance Plan
  - Detailed work plan, including, timeline and activities
  - Bibliography of documents/secondary data sources utilised;
  - Final data collection tools, data bases, analysis plan
  - Power-point on methodology, overall survey plan, timeline and activities
- Final report, including a first draft, and a final report using WFP recommended template. The final report should include an executive summary and recommendations for optimizing both project implementation and monitoring. Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of sampled schools, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
- Clean data set
- Transcripts from key informant interviews, focus group discussions, etc.
- Table of all standard and custom indicator baseline values
- List of sites visited
- Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes

## **Organization of the Baseline**

### **Baseline Conduct**

The baseline team will conduct the baseline under the direction of its team leader and in close communication with the baseline manager appointed by WFP senior deputy country director in accordance to the WFP decentralized evaluation guidelines. The team will be hired through an HR process following agreement with WFP on its composition and in line with the baseline schedule.

The team members will not have been involved in the design or implementation of the subject of baseline or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

The baseline team will be supported by the WFP M&E team specifically in planning and implementation of quantitative data collection where applicable.

Team composition and competencies

The team will be composed of a lead evaluator and a statistician. The two will be external evaluators with no prior association with the subject of evaluation. The team will conduct this baseline in adherence to DEQAS standards (where applicable) and requirements of the UNEG Norms and Standards and Code of Conduct for Evaluators<sup>65</sup>. The team will be supported by the WFP Kenya M&E unit.

The Team Leader will be a senior evaluator with at least 20 years of experience in evaluation of complex interventions, with demonstrated expertise in managing multidisciplinary teams. The team leader will preferably have experience evaluating school meals and or education/capacity related interventions, and experience working in Kenya. She/he will be confident in using mixed quantitative and qualitative methods and will have good

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<sup>65</sup> UNEG 2008 – Code of conduct for evaluators <http://www.unevaluation.org/document/detail/100>

understanding of home grown school meals programmes, nutrition/ procurement of local commodities to support school meals programs and additional significant experience in other development and management positions.

The Team Leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) defining the baseline approach and methodology; ii) guiding and managing the team; iii) leading the baseline mission and representing the baseline team; iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit) debriefing presentation and baseline report.

The statistician will have at least 5 years of experience in data analysis for development and humanitarian organizations. He/she must have a strong demonstrated knowledge of quantitative methods. The statistician primary responsibilities will be: 1. Provide statistical expertise in development of the evaluation design 2. Develop data collection and analysis plans 3. Lead data collection preparation and actual collection with support from WFP M&E team 4. perform all required analysis and support drafting and revision of the final evaluation report.

The team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism.

### **Security Considerations**

Security clearance: where required is to be obtained from WFP Kenya office.

Consultants hired through HR process are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP.

The consultants will be required therefore obtain UNDSS security clearance for travelling from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.<sup>66</sup>

However, to avoid any security incidents, the baseline Manager is requested to ensure that: The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.

The team members observe applicable UN security rules and regulations.

The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.

The team members observe applicable UN security rules and regulations – e.g. curfews etc.

Roles and Responsibilities of Stakeholders

**The Kenya Country Office:** The Kenya country Office management (Senior Deputy Country director will take responsibility to:

- Appoint a baseline manager in line with WFP evaluation guidelines
- Compose the baseline committee
- Approve the final TOR, inception and baseline reports.
- Ensure the independence and impartiality of the baseline at all stages
- Participate in discussions with the baseline team on the baseline design and the baseline subjects with the baseline Manager and the baseline team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes

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<sup>66</sup> Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

**Baseline Manager:**

- Manages the baseline process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and baseline reports with the baseline team
- Ensures expected use of relevant quality assurance mechanisms (checklists, quality support etc.)
- Ensure that the team has access to all documentation and information necessary to the baseline; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
- Organise security briefings for the baseline team and provide any materials as required

An **Internal Baseline Committee** will ensure independence and impartiality of the baseline. The membership includes baseline manager, relevant technical staff from Country Capacity Unit and Rural Resilience unit and Senior Deputy Country director (Chair). The key roles and responsibilities of this team, includes providing input to baseline process and commenting on baseline products

A **baseline reference group** with representation of USDA/FAS, Ministry of Education and WFP Country office and will review the baseline products to further safeguard against bias and influence

**Independent Baseline team:** under the leadership of the baseline team leader, the baseline team will be responsible for undertaking the baseline, as per this TOR, independently. The baseline team will select and interview staff from the Country Office. The team will also have contact with CO staff who are members of the RG during inception and dissemination. The CO staff who are members of the RG will be required to provide comments on the baseline products. The responsibilities of the baseline manager are clearly stated above and will, in addition to other provisions for impartiality already put in place, ensure the baseline is implemented as per the WFP decentralized evaluation quality assurance system.

**United States Department of Agriculture (USDA)** will review, comment and approve the baseline TOR; serve as a member of baseline reference group; participate in a key informant interview phone call with the selected evaluator prior to fieldwork; and participate in stakeholder meetings and presentation of the evaluation findings;

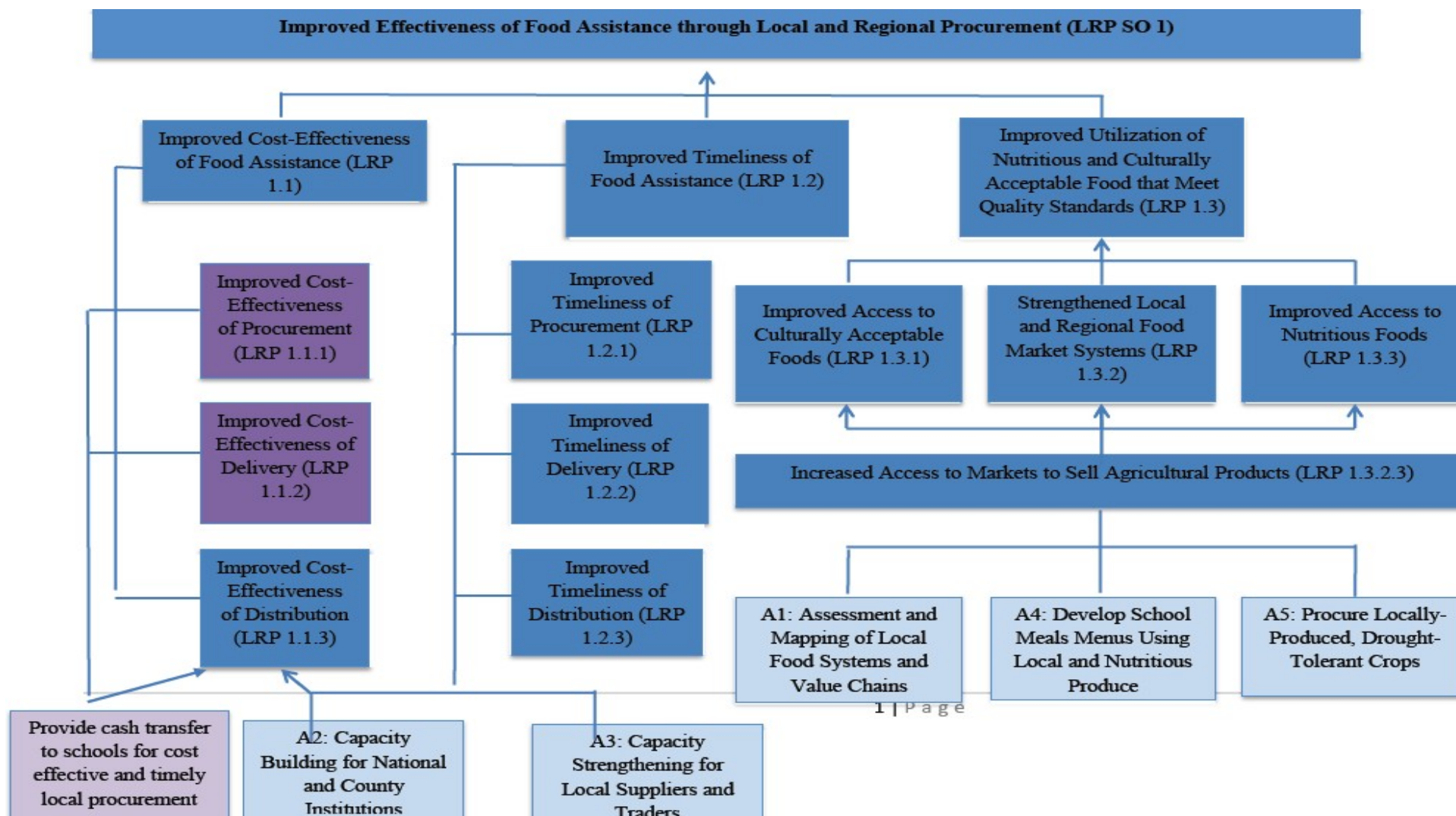
**The partnerships officer (Washington office)** will work closely with the WFP CO, RB, OEV and the USDA to ensure smooth communication and submission of key baseline deliverables. The partnerships officer will review baseline deliverables for adherence to USDA policy and facilitate communication with USDA; Provide feedback on draft TORs and draft baseline report; coordinate with the donor (USDA) to seek feedback of TORs, inception and baseline reports.

**Communication**

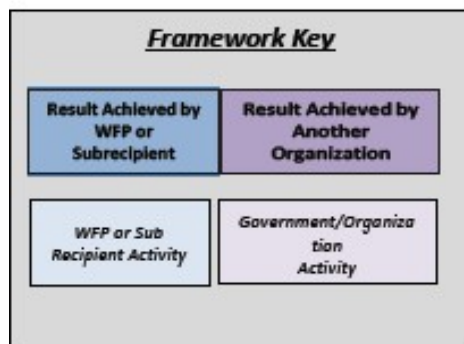
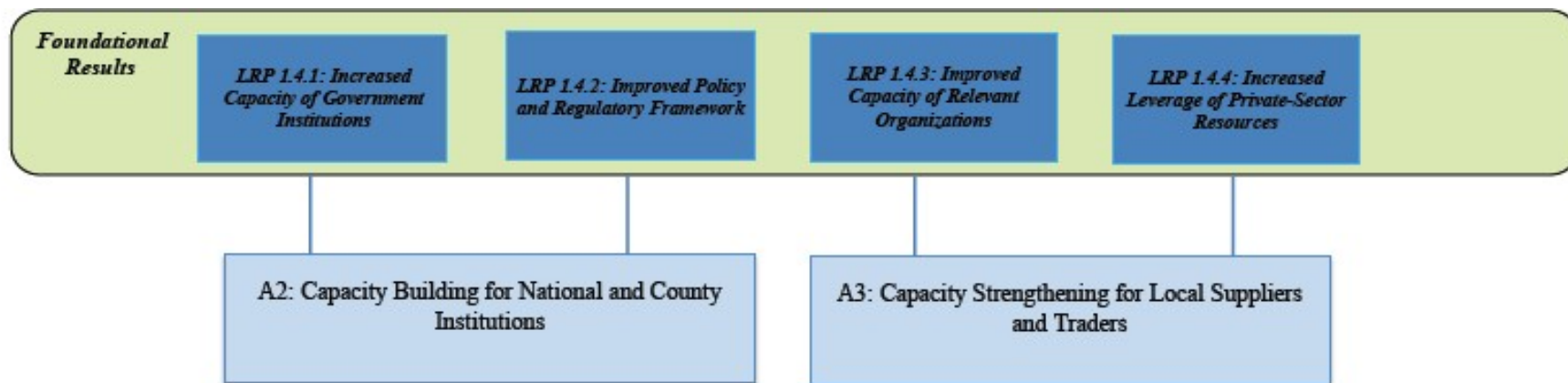
To enhance the learning from this baseline, the baseline team should place emphasis on transparent and open communication with key stakeholders. These may for example take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Communication with baseline team and stakeholders should go through the baseline manager.

WFP Kenya Country Office will organize an internal meeting to discuss baseline findings and recommendations, where the consultant will present the key findings; WFP will discuss the report with USDA and disseminate the findings and recommendations in various ways, including through discussions with WFP senior management and staff as well as with the key partners including the Ministry of Education, non-governmental partners and United Nations agencies.

## Annex 2: LRP Results framework



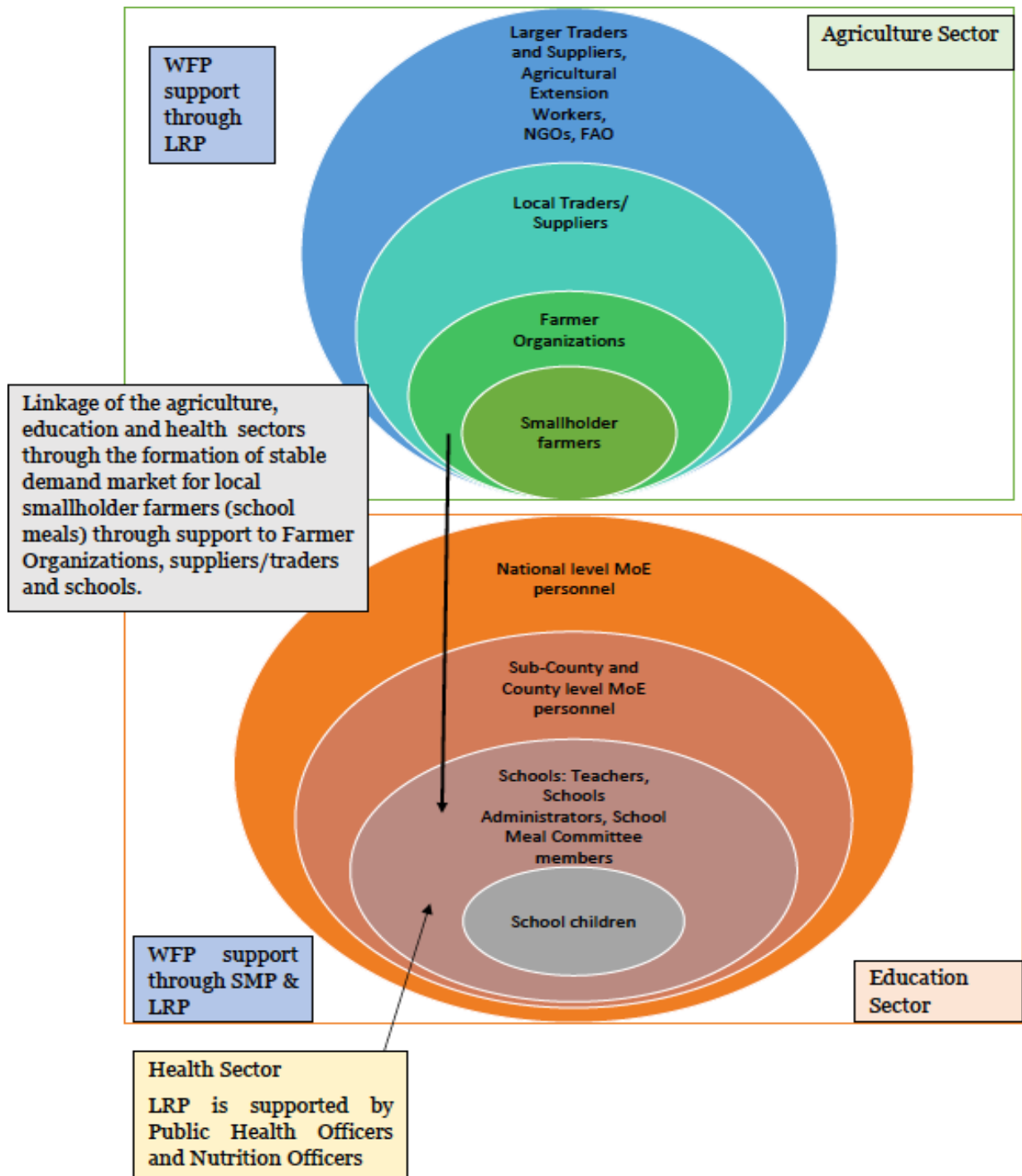




The Success of the project is based on the following critical assumptions:

1. In Baringo and West Pokot, the government of Kenya will disburse cash to schools in a timely manner.
2. In Turkana, farmers will have adequate produce for sale to schools

### Annex 3: LRP stakeholder diagram



## Annex 4: Evaluation matrix

Evaluation questions	Baseline questions	Indicator	Main sources of information	Data collection methods	Main method of data analysis	Data availability
<b>RELEVANCE</b>						
<b>Determine if the LRP project design is relevant and coherent with key policies and strategies, and identify any shortcomings.</b>						
Was the project designed to reach the right people with the right type of assistance?	Does the project meet a specific need? How was targeting done? How were schools chosen for the LRP? How were Farmer Organizations chosen? How were suppliers chosen? Have any key groups been excluded? Do stakeholders have suggestions for improving the LRP design and/or targeting criteria?	Clear project purpose. Clear targeting criteria and rationale for selection of all beneficiary groups (FOs, supplier and schools).	LRP project related documents including market assessments if available.  Background documents on the context of agriculture in the targeted counties. Interviews with key LRP stakeholders.	Secondary document review. Qualitative interviews with WFP personnel, school personnel, FOs and traders.	Descriptive analysis. Triangulation of documents and results from key informant interviews.	Project documentation and policy documents are available. WFP to provide additional documentation when available. Information from stakeholders will be collected in the field. Information on interventions by other partners to be collected by the team with support from WFP and through KII interviews as appropriate.
Is the project aligned with national government's relevant policies and strategies?	Does the current design of the LRP align with relevant policies and strategies of the Government of Kenya and WFP? Does the LRP design align with other WFP work in Kenya? Does the LRP design align with the work of other development partners working in the same sector?	Alignment of the LRP approach with government objectives and legislative direction.	LRP project related planning and implementation documents.  Government and WFP policy documents.  Interviews with key LRP stakeholders.	Secondary document review. Qualitative interviews with MoE representatives at national and county level.		
Does the project complement other donor-funded and government initiatives?	Do stakeholders have suggestions for improving the LRP design?	Alignment of the LRP approach with the direction of other development actors. Evidence of partnerships. Evidence of complementarity and no evidence of duplication.	Documentation of projects by other development actors at national and district level.  Interviews with other development partners.	Secondary document review. Qualitative interviews with other development actors.		

Evaluation questions	Baseline questions	Indicator	Main sources of information	Data collection methods	Main method of data analysis	Data availability
<b>EFFECTIVENESS</b>						
<b>Determine if the activities outlined in the LRP are likely to result in an effective programme.</b>						
Has the project resulted in increased access to markets for sale of agricultural products?	Is the produce from targeted FOs being sold to schools? What are the current volumes of food commodities (and type) being produced by the FOs? (compared to how much food schools need) i.e. Are producers able to meet demand? Is it likely that project activities will enable farmers to supply adequate volumes of food for the schools in their locations? If not, what are the current challenges faced by farmers?	Current value of sales by project beneficiaries (FOs and traders)  Current volume of commodities (metric tons) sold by project beneficiaries.  Ability of FOs and traders to access the school procurement process.  Identified support required by schools, FOs and traders.	Quantitative survey of key LRP stakeholders.  FO and trader records (if required).  WFP monitoring data.  Interviews with key LRP stakeholders.	Secondary document review. Qualitative interviews with key LRP stakeholders. Quantitative survey of FOs and traders.	Quantitative data analysis of survey findings. Comparison of case and control school findings. Triangulation of quantitative survey findings and results from key informant interviews.	Information from stakeholders will be collected in the field.  WFP to provide monitoring data as appropriate.
Has the project contributed to strengthening local and regional food market systems?	Has the presence of the HGSM had any impact on the local markets? Changes in price? Volume? Etc.	Ability of FOs and traders to meet demand.  Number of traders and local farmers contributing to HGSM  Evidence of improved linkages between farmers and schools	Quantitative survey of key LRP stakeholders  WFP monitoring data and market surveys  Interviews with key LRP stakeholders.	Quantitative survey of FOs and traders.		
Has the project resulted in improved access to culturally acceptable foods?	Is there evidence of increased access to and use of various, high quality nutritious and culturally-appropriate foods in school's meals? What are the barriers to this?	Evidence that schools use locally procured food to provide diversified school meals e.g. menus.  Number of schools using diverse menus	Interviews with key LRP stakeholders.	Quantitative survey of school personnel.		

<b>Evaluation questions</b>	<b>Baseline questions</b>	<b>Indicator</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Main method of data analysis</b>	<b>Data availability</b>
Has the project resulted in improved cost-effectiveness of food assistance delivery?	What are the costs of providing food assistance to schools – through HSGMP and through other means?	Comparison of the price of school meals of the HGSMP and the in-kind modality being used in Turkana Cost for procurement, distribution and delivery of food under the two modalities Endline to establish changes in the cost of food assistance provision over time.	WFP financial data	Secondary document review. Qualitative interviews with WFP	Quantitative data analysis of WFP data	WFP to provide monitoring data as appropriate.
<b>EFFICIENCY</b>						
<b>Determine if the activities outlined in the LRP are likely to result in an efficient programme.</b>						
Has the project improved the timeliness of food assistance? Has the project improved the timeliness of food procurement for schools? Has the project improved the timeliness of food delivery to schools? Has the project improved the timeliness of food distribution schools?	What is the current procurement process for selling food commodities to schools? What are the barriers to access? What is the current lead-time for procurement? For delivery? And for distribution? How often does LRP face pipeline breaks compared with other food procurement modalities (i.e. Turkana)?  How many schools are currently receiving their food commodities before the first day of school term? Do stakeholders have suggestions for improving the timeliness of procurement?	Timeliness of food delivery to LRP schools (Term 1, 2018): • Number of schools receiving food prior to start of term. • Dates when funding provided to schools. • Tendering process start dates. • Food delivery dates • Distribution dates  Frequency and duration of pipeline breaks. Number of school feeding days	Quantitative survey of key LRP stakeholders. School records (if required). Documentation from tender process of Term 1, 2018.	Secondary document review. Qualitative interviews with key LRP stakeholders  Quantitative survey of FOs, traders and school personnel.	Quantitative data analysis of survey findings. Comparison of case and control school findings.  Triangulation of quantitative survey findings and results from key informant interviews.	Information from stakeholders will be collected in the field. WFP to provide monitoring data as appropriate

Evaluation questions	Baseline questions	Indicator	Main sources of information	Data collection methods	Main method of data analysis	Data availability
<b>IMPACT</b>						
<b>Determine if the LRP is likely to have any unintended positive or negative outcomes or impact.</b>						
What are the possible unintended outcomes, either positive or negative? Is the project taking into consideration an appropriate mitigation strategy?	Can stakeholders identify any potential unintended outcomes or impacts of the project? And identify mitigation measures?	Stakeholder able to identify potential negative outcomes or impacts. Potential mitigation strategies identified and/or already actioned.	LRP project documents re potential risks identified during design phase and mitigation measures undertaken.	Qualitative interviews with key LRP stakeholders.	Triangulation of results from key informant interviews and quantitative survey results.	LRP project documents are available from WFP. Information from stakeholders will be collected in the field.
	Do the other assessment findings indicate that a change to project design is required in order to prevent negative impacts?		Interviews with key LRP stakeholders.	Qualitative interviews with key LRP stakeholders.	Triangulation of results from key informant interviews and quantitative survey results.	LRP project documents are available from WFP. Information from stakeholders will be collected in the field.
What internal and external factors are likely to affect the project's results?	What are the key factors that are likely to contribute to the success or otherwise of the LRP?		Interviews with key LRP stakeholders.			
<b>SUSTAINABILITY</b>						
<b>Determine if the results of the LRP are likely to be sustainable.</b>						
What are the challenges that could affect the sustainability of the programme? To what extent is it likely that the benefits of the project will continue after the end of the project?	Are the LRP activities likely to produce sustainable results? Can stakeholders identify any specific barriers to sustainability? What is the involvement of the government? How much input is from WFP vs. Government?	Stakeholders believe that project will be sustainable. Evidence of sufficient government involvement and funding. Evidence of partnerships and leveraging private funding.	Interviews with key LRP stakeholders.	Qualitative interviews with key LRP stakeholders.	Triangulation of results from key informant interviews and quantitative survey results.	LRP project documents are available from WFP. Information from stakeholders will be collected in the field.
		Multiple stakeholders identify similar factors that are likely to affect to sustainability of the project.				
What are the key factors that are likely to affect the sustainability of the results of the project?						

## Annex 5: Quantitative survey tools



# Local and Regional Procurement Project Baseline Survey Questionnaire for Traders

## Introduction

INTERVIEW DATE	____/____/____ DD MM YY
INTERVIEW START TIME:	INTERVIEW END TIME:

<b>A. Personal Information</b>			
Full Names of Business Owner			
Address		Mobile/Phone No.	
Email address			
Gender of owner ( <i>Tick one</i> )	<input type="checkbox"/> Male <input type="checkbox"/> Female	Age bracket	<input type="checkbox"/> 18-35 <input type="checkbox"/> 36-55 <input type="checkbox"/> Over 55
County	Sub-County	Trading Centre	
Educational Qualifications ( <i>Please tick the highest education level attained</i> )	<input type="checkbox"/> Primary	<input type="checkbox"/> Secondary	<input type="checkbox"/> Diploma <input type="checkbox"/> Degree
<b>B. Business Information</b>			
Full Names of Business			
Which year did the business begin?			
No. of Employees	Gender of Employees	<input type="checkbox"/> Male ..... <input type="checkbox"/> Female .....	
Does your business have the following licenses?	Valid trade license	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	A business registration certificate	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Any other related licenses		

### C. Grain Trading

1. What staple commodities do you trade in?	<p><b>Cereals</b></p> <input type="checkbox"/> Maize <input type="checkbox"/> Rice <input type="checkbox"/> Sorghum <input type="checkbox"/> Bulgur wheat <input type="checkbox"/> Others Cereals ..... ..... ..... ..... .....	<p><b>Pulses</b></p> <input type="checkbox"/> Beans <input type="checkbox"/> Peas <input type="checkbox"/> Cowpeas <input type="checkbox"/> Pigeon peas <input type="checkbox"/> Green grams <input type="checkbox"/> Others Pulses ..... ..... ..... .....
2. Please estimate total volume of commodities you sell each year	_____ MT per year	
3. From whom do you buy most of your commodities?	<input type="checkbox"/> Small Scale farmers If yes, please estimate the number of smallholder farmers you purchase from each year <input type="checkbox"/> <50 <input type="checkbox"/> 50-100 <input type="checkbox"/> >150 <input type="checkbox"/> Large Scale farmers <input type="checkbox"/> Farmer Organizations Please estimate the volume of commodities purchased from FOs ..... (MT) <input type="checkbox"/> Other traders/middlemen <input type="checkbox"/> Others (specify)	
4. When you have to transport commodities, what means of transportation do you usually use? (multiple answers allowed)	<input type="checkbox"/> Carried (head or back) <input type="checkbox"/> Bicycle/Motor Cycle <input type="checkbox"/> Pick up <input type="checkbox"/> Lorry <input type="checkbox"/> Public Transport <input type="checkbox"/> None/ Don't transport	
5. What facilities do you use for long-term storage?	<input type="checkbox"/> Basic earth granaries (traditional storage) <input type="checkbox"/> Permanent Owned Warehouse ( <i>Belongs to the trader</i> ) Capacity in MT ..... <input type="checkbox"/> Permanent Rented Warehouse	
6. Current volume of grains in KShs./Stock (MT/Bags)	_____ <b>KShs</b> _____ <b>MT</b>	



<p>7. To whom do you sell your commodities? (multiple answers allowed)</p>	<p> <input type="checkbox"/> Households/individuals                      <input type="checkbox"/> Retail store  <input type="checkbox"/> Millers/brewers/processors                      <input type="checkbox"/> Other traders  <input type="checkbox"/> Hospitals    <input type="checkbox"/> Government Food agencies  <input type="checkbox"/> International Development Agencies                      <input type="checkbox"/> Schools  <input type="checkbox"/> NGOs  Others.....  .....  ..... </p>
<p>8. Did you sell commodities to schools through a competitive tender between 2016-2017?</p>	<p> <input type="checkbox"/> Yes If yes, were you able to provide all the required food items as ordered before the start of school term? <input type="checkbox"/> Yes                      <input type="checkbox"/> No If no, why not?  <input type="checkbox"/> Order from school came too late  <input type="checkbox"/> Unable to locate some required items  <input type="checkbox"/> Delayed due to problems of transport  <input type="checkbox"/> No If no, have you bid but not won?                      <input type="checkbox"/> Yes                      <input type="checkbox"/> No </p>
<p>9. Have you ever received any training on how to prepare bids for tender, or any similar training?</p>	<p> <input type="checkbox"/> Yes If yes, please provide details of which agency and year of training.  <input type="checkbox"/> No </p>
<p>10. What are the main barriers to you purchasing higher volumes of food commodities from smallholder farmers?</p>	<p> <input type="checkbox"/> Volume of commodities produced by each farmer  <input type="checkbox"/> Purchase price  <input type="checkbox"/> Transportation of commodities-  <input type="checkbox"/> Other  _____  _____  _____ </p>
<p>11. What are the major challenges encountered in grain trading? Please rate between 1(least)-5(major)s</p>	<p> Lack _____ of _____ finances  Lack _____ of _____ proper _____ equipment  Limited _____ market/market _____ information  High _____ transport _____ costs  Any _____ other _____ major _____ challenges  _____ </p>
<p><b>THANK YOU VERY MUCH FOR YOUR PARTICIPATION</b></p>	



## Local and Regional Procurement Project Baseline Survey Questionnaire for Farmer Organizations

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### Introduction

My name is \_\_\_\_\_ and I am working for the World Food Programme  
/Partner Agency. Thank you \_\_\_\_\_ [name of organization]  
for making time to meet with us. We are conducting a survey of farmers' organizations and would like  
to get information about groups' governance, production, assets, marketing of its members'  
commodities, financial management, trainings and sustainability.

The World Food Programme (WFP) is the United Nations frontline agency mandated to combat global  
hunger. WFP uses food assistance to save lives, address nutritional needs of target population and to  
help communities rebuild their shattered lives.

We would like to talk with you to understand the group better so that we can plan and support you  
in a more informed way. The survey is voluntary and we shall not use the information for any other  
reason than aforementioned.

Do you have any questions?

Questionnaire number	
Name of the interviewer	

## Background Information

County:	
Sub-county:	
Village name:	
Urban/Rural:	
Name of farmers' organization	
Contact Person	
Mobile Number	

Name of respondent			
Position in the farmers' organization			
Date of interview	_ _ _	_ _ _	20 _ _ _
	Day	Month	Year

## Section A. Group Governance

A1. In what year was this farmer's organization established?		_ _ _ _ _			
A1.1 In what year was this farmer's organization legally registered?		_ _ _ _ _			
A2.	How many registered members does the organization have?	How many have paid their annual membership fee to date?	How many elected leaders (committee members) does the organization have?		
	A	B	C		
1	Men	_ _ _ _ _	_ _ _ _ _	_ _ _ _ _	
2	Women	_ _ _ _ _	_ _ _ _ _	_ _ _ _ _	
A3.	How many members of the organization are transitioned from food assistance		Men	Women	
			_ _ _ _ _	_ _ _ _ _	
A 3.1	No education	Formal	Primary education	Secondary education	Post-Secondary education
How many of the committee members have?		_ _ _ _ _	_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
A4. Is there clear division of responsibility for the committee members? (Each committee member's role should be clearly defined and also executed) (Probe)		1 = Yes 2 = No			
A5. Are executive committee members held accountable for management of the group?		1 = Yes 2 = No			
A6. Is there an incentive to be a committee member? (Payments to committee members depending on amount of responsibility and this should be document)		1 = Yes 2 = No			
A7. How many group members are active?					
A8. Type of farmer organization/group? ( <i>Circle the answer</i> )		1 = Self Help Group 2 = Community Based Organization (CBO) 3 = Cooperative/FO with trading company 4 = Other (specify)			
A9. How often does your organization hold elections? ( <i>Circle the answer</i> )		1 = Every year 2 = Every two years 3 = Every three years 4 = Other (specify)			
A10. Were elections done as per the constitution?		1 = Elections done as per the constitution stipulations 2 = Elections not done as per the constitution stipulations			

A11. How often does the organization hold meetings for all members? <b>(Circle the answer)</b>	1 = Weekly 2 = Monthly 3 = Bimonthly 4 = Quarterly 5 = Annually 6 = Never meet		
A12. Is the frequency of meetings done as per the constitution?	1 = Done as per the constitution stipulations 2 = Not done as per the constitution stipulations		
A13. What kind of records does the organization keep? <b>(Circle all answers applicable)</b> <i>Verify the records by seeing them</i>	1 = Minutes of meetings 2 = Membership register 3 = List of assets 4 = Store inventory for food commodities and other assets 5 = Invoices, delivery notes and receipt books 6 = Bank Statements or Deposit and withdrawal slips 7 = Financial statements and Monthly, Annual Income /Expenditure Account, 8 = Member contribution records 9 = Training records 10 = Other (specify) _____		
A14. How many employees does the organization have	Men  __   Women  __    <b>If none move to section B</b>		
A15.1 Type of employee <i>(for the different types of employees indicate numbers under casual or permanent, or otherwise zero)</i>	Type of employee	Contract type	Contract type
	a) Manager	Casual	Permanent
	b) Accountant		
	c) Clerk		
	d) Watchman		
e) Others (Specify)			

### Section B. Production

B1. Total area actually planted by members in acres?											
B2. Type of crop grown?	<table border="0"> <tr> <td>1. Sorghum</td> <td>5. Green grams</td> </tr> <tr> <td>2. Pigeon peas</td> <td>6. Maize</td> </tr> <tr> <td>3. Cow peas</td> <td>7. Vegetables</td> </tr> <tr> <td>4. Beans</td> <td>8. Fruits</td> </tr> <tr> <td>9. Other (specify)</td> <td></td> </tr> </table>	1. Sorghum	5. Green grams	2. Pigeon peas	6. Maize	3. Cow peas	7. Vegetables	4. Beans	8. Fruits	9. Other (specify)	
1. Sorghum	5. Green grams										
2. Pigeon peas	6. Maize										
3. Cow peas	7. Vegetables										
4. Beans	8. Fruits										
9. Other (specify)											
B3. Seasons? <i>mm/yy -mm-yy (to capture all seasons)</i>											
B4. How many members of the group have their soil quality tested before planting?											
B5. Besides crop production what other agricultural activities are undertaken by the group?	<table border="0"> <tr> <td>1. Poultry farming</td> </tr> <tr> <td>2. Bee keeping</td> </tr> <tr> <td>3. Cattle farming</td> </tr> <tr> <td>4. Dairy Farming</td> </tr> <tr> <td>5. Fish Farming</td> </tr> <tr> <td>6. Goat farming</td> </tr> <tr> <td>7.</td> </tr> <tr> <td>Other (specify)</td> </tr> </table>	1. Poultry farming	2. Bee keeping	3. Cattle farming	4. Dairy Farming	5. Fish Farming	6. Goat farming	7.	Other (specify)		
1. Poultry farming											
2. Bee keeping											
3. Cattle farming											
4. Dairy Farming											
5. Fish Farming											
6. Goat farming											
7.											
Other (specify)											
B6. How many members of the group use certified/recommended inputs?	f)										

B6.1 Which are the certified/recommended inputs used?	<ol style="list-style-type: none"> <li>1. Seeds</li> <li>2. Fertilizer</li> <li>3. Agrochemicals</li> <li>4. Feeds</li> <li>5. Other (specify)</li> </ol>
B7. Does the organization have strategies in place which make the members less vulnerable to weather-related risks or natural disasters? If none skip to B8	<ol style="list-style-type: none"> <li>1 = Yes</li> <li>2 = No</li> </ol>
B7.1 If yes, what type of strategies are in place?	<ol style="list-style-type: none"> <li>1 = Insurance</li> <li>2 = Irrigation</li> <li>3 = crop diversification and intercropping</li> <li>4 = mixed farming</li> <li>5 = Other (specify)</li> </ol>
B8. Does the organization have strategies in place which make the members less vulnerable to biological and environmental risks? If none skip to B9	<ol style="list-style-type: none"> <li>1 = Yes</li> <li>2 = No</li> </ol>
B8.1 If yes, what type of strategies are in place?	<ol style="list-style-type: none"> <li>1 = drought/pest resistant varieties</li> <li>2 = Adequate production and harvesting techniques</li> <li>3 = Adequate post-harvesting techniques and technology</li> <li>4 = Food safety and Quality management</li> <li>5 = crop diversification and intercropping</li> <li>6 = improved farm hygiene</li> <li>7 = Other (specify)</li> </ol>
B9. Does this organization collectively access/purchase inputs? <i>If no, move to question B18, If access, move to question B15</i>	<ol style="list-style-type: none"> <li>1 = Purchases</li> <li>2 = Access</li> <li>2 = No</li> </ol>
B10. How many of your registered members purchase inputs through the organization?	Men     __         :    Women     __
B11. Where (which traders) has the organization bought inputs from in the past one year? ( <i>Tick/circle all that apply</i> )	<ol style="list-style-type: none"> <li>1 = Seed companies</li> <li>2 = Pest/Disease control companies</li> <li>3 = NCPB</li> <li>4 = Input traders</li> <li>5 = Retailers</li> <li>6 = Other (specify)</li> </ol>
B12. Did the organization sign any contract with the traders above?	<ol style="list-style-type: none"> <li>1 = Yes</li> <li>2 = No</li> </ol>
B13. Who determines the prices?	<ol style="list-style-type: none"> <li>1 = Supplier</li> <li>2 = Farmer Organization</li> <li>3 = Government</li> <li>4 = Other (specify)</li> </ol>
B14. Where are most of your traders located?	<ol style="list-style-type: none"> <li>1 = Within the ward</li> <li>2 = Within the county but outside the ward</li> <li>3 = Outside the county</li> <li>4 = Outside the country</li> </ol>

B15.		Did you receive the following types of assistance? (Prompt as necessary)	Who provided the assistance?
		1 = Yes 2 = No	See codes below
		a	b
1	Subsidized or free seeds	__	__
2	Subsidized or free fertilizer		
3	Subsidized or free farming implements (tools)		
4	Subsidized or free pesticides/herbicides	__	__
5	Providing or rehabilitating storage facilities		
6	Loans of agricultural tools or work animals	__	__
<b>B15 b: Assistance provider codes</b> 1 = Government 2 = International/national NGO 3 = International development agencies (UN, USAID, GTZ, etc.) 4 = Buyers 5 = National/Umbrella Farmers' Association 6 = Other (specify)			
B16. What is the most common way the organization gets inputs from the traders?			__
<b>B16: Delivery method codes</b> 1 = Organization collects inputs from traders 2 = Traders deliver to the organization			
B17. What is the most common way the organization gets inputs to its members?			__
<b>B17. Delivery method codes</b> 1 = Members collect inputs from farmer organization 2 = Farmer organization delivers inputs to its members			
B18. How do members handle their commodity during/after harvest?	1. Timely harvest 2. Conduct sorting for the produce after harvesting 3. Placing produce on open/bare ground during harvesting and drying 4. Use of tarpaulins during harvesting/drying		
<b>Additional comments</b>			
B19. How does the organization support members on post-harvest management?	1. Provide drying facilities 2. Provision of sieves 3. Provision of transport facilities to farmers 4. Provision of Storage facilities 5. Post-harvest information sharing/education to members 6. Other		
<b>Additional comments</b>			
B20. What is the estimated quantity of commodity produce expected from all members? (list per commodity)	1. Commodity one	_   _   _   _	mts
	2. Commodity two	_   _   _   _	mts

	3. Commodity three	mts
B21. What percentage of commodity is consumed by members at the household level?		
B22. Please estimate the total value (USD) of commodities sold to WFP per year?		KShs per year
TURKANA ONLY B23. Does this FO have any forward delivery contracts signed with WFP?	Yes No	
<b>Comments</b>		

### Section C. Group Assets

C1. Does this organization have access to storage facilities?	1 = Yes 2 = No (If no skip to C4)		
C2. If yes, what are the terms of use	1 = Leased/loaned temporarily 2 = Long term lease/own temporary store 3 = Own permanent store		
C3. What is the capacity of the store in 90 kg bags? ( <i>Record in MT= No of bags* 90 / 1000</i> )			
C4. Does the organization have any of the following equipment?	1 = Yes 2 = No		
C4.1 If yes, for each equipment list the following?			
Type/Name	Number	Ownership (owned or shared)	Current Condition 1. In good condition 2. In need of service 3. Broken down 4. Never Used
1. Sieve			
2. Drier			
3. Tarpaulin			
4. Sheller			
5. Moisture meter			
6. Any other			
g)			
h)			
C5. Does the organization own land?	1 = Yes 2 = No		
C6.1 If yes record the size in acres			
<b>Comments</b>			

### Section D: Marketing

D1. Does this organization have a business plan?	1 = Yes 2 = No
D1.1 Has the organization followed through on the business plan	1 = Yes

	2 = No
D1.2 What is the strength of the business plan (strength measured by: SMART objectives, market analysis, projection of volumes to be aggregated)- ensure you review the copy of the business plan	1= Considered weak 2= Considered average 3 = Considered strong
D1.3 Is there clear system of monitoring business plan (are the respondents able to explain the system) list a few aspects of the system	1 = Yes 2 = No
D2. Does this organization have a marketing plan?	1 = Yes 2 = No
D2.2 Has the organization followed through on the marketing plan	1 = Yes 2 = No
D3. Does the organization monitor market trends/ requirements related to product quality and market demand?	1 = Yes 2 = No
D4. Does this organization aggregate and market members' food commodities? <i>If no, move to question D16</i>	1 = Yes 2 = No
D5. What percentage of total production volume do members sell through the organization?	
D6. Where (which markets) has the organization sold their commodities in the past one year? <i>(Tick/circle all that apply)</i>	1= Consumers (individuals) 2 = Retailer traders 3= Wholesaler traders 4 = Schools 5 = Millers 6 = Hospitals 7 = Brewers 8= WFP 9= NCPB 10 = Other (specify)
D7. In the past one year, what is the total quantity (mt) that the organization has sold to different markets? <b>(Record exact value in mt)</b>	
D8. Does the organization ensure they aggregate good quality commodity? <i>If no, move to question D9</i>	1 = Yes 2 = No
D8.1 How do they ensure the standards are adhered to?	1. By use of certified seeds 2. By testing the moisture content 3. Ensuring produce is clean and free of any foreign matter 4. Sorting of produce after harvest 5. Any other (specify)
<b>Comments</b>	
D9. Did the organization sign any contract with the buyers above? <i>If no, move to question D10</i>	1 = Yes 2 = No
D9.1 If yes, how many contracts did the organization sign	
D9.2 Of the total contracts signed, how many were executed successfully?	
D9.3. Of the total contracts signed, how many were partially defaulted	_ _ _ _
D9.4. Of the total contracts signed, how many were totally defaulted	_ _ _ _
D10. Who determines the prices?	1 = Buyer 2 = Farmer Organization 3 = Government 4 = Other (specify)
D11. Where are most of your buyers located?	1 = Within the ward



WFP market is considered outside the county		2 = Within the county but outside the ward 3 = Outside the county 4 = Outside the country	
D12. On average, how many of your registered members market their commodities through the organization?			
D12.1 How many of the members that market commodities through FO are women?		_   _	
D12.2 If the number in D11 above is less than the total FO membership, what are the reasons for members not marketing their commodities through the organization?		1. Lack of adequate awareness/knowledge 2. Inadequate production 3. Poor FO governance/management 4. Any other reason (specify);	
<b>Comments;</b>			
D13. What is the most common way the organization gets produce from members' to a collection point for sale or delivery?			_
<b>D13. Delivery method codes</b> 1 = Farmer organization collects produce from members 2 = Members deliver their produce to the organization 3 = The buyer collects the produce from individual members			
D14. What is the most common way the organization gets members' produce from the organization's collection point to a market/buyer where you can sell?			_
<b>D14: Delivery method codes</b> 1 = Organization delivers products to buyers 2 = Buyers collect from organization			
D15. What are the three most critical problems your organization faces in selling staple commodities on behalf of your members?		a	b
		_	_
<b>D15: Problems codes</b> 1 = Limited consumer demand for products 2 = Limited access to pricing information 3 = High costs of collecting and preparing commodities for market 4 = Limited access to credit to pre-purchase commodities from members 5 = Low volume of staple commodities available from members (for example, because of late payment from buyers, lack of trust in organization, low production, etc.) 6 = Government trade restrictions 8 = Poor transportation infrastructure 9 = Not able to meet quality demands of buyers 10 = Unpredictable prices/price fluctuations 11 = Other (specify)			
D16. What public source of price information have members relied on most often?			_
<b>D16: Public market information sources</b> 1 = Radio/TV 2 = Information boards at local agricultural offices 3 = Newspapers 4 = SMS system/mobile phone 5 = Other			
D17. Does the organization have any value addition enterprise on current produce		1 = Yes 2 = No	
D17.1 If yes specify			
D18. How can your organization be assisted to market its produce?			

Comments
----------

### Section E: Group Financial Management

E1. Does your group have a bank account	1 = Yes	2 = No
E2. Has this organization ever applied for cash loans? (If "Yes", go to question E3) (If "No", go to question E6)	1 = Yes	2 = No
E3. Were any credit applications approved and the loans received? (If "Yes", go to question E4) (If "No", go to question E5)	1 = Yes	2 = No

E4. Please tell me about the cash loans this organization has received in the last one year.								
	Lender	When did you receive the loan? (mm/yyyy)	What amount did you receive?	What is the current status of the loan?	What is the interest rate per annum? (%)	How many members benefitted? (Gender disaggregated)		What is the repayment period (no. of months)
						Men	Women	
	a	b	c	d	e	f	g	h
1								
2								

<b>E4 a: Lender types</b>  1 = Bank 2 = Buyers (forward payment) 3 = Microfinance institution, including SACCOS 4 = NGOs, International development agencies (UN, USAID, GTZ, etc.)	5 = Agricultural supply companies  6 = Affiliated farmers' organization 7 = Government fund 8 = Other (specify)	<b>E4d: Loan status codes</b> 1 = Fully repaid  2 = Payments up to date but not fully paid off 3 = Payments not yet due 4 = In default	<b>E8e: Type of loan</b> 1 = Normal 2 = Emergency 3 = Other (specify)
--	---	---	--

E5. What was the main reason the farmers' organization did not receive the loan? (Go to question D7)	1 = Had other outstanding loans 2 = Could not provide business plan 3 = Did not meet the qualification criteria 4 = Could not provide requested collateral 5 = Lack of credit history 6 = Other (specify)
---	--

<p>E6. Why has the organization never applied for credit?</p>	<p>1.]</p>	<p>1 = Did not need credit  2 = Lack of consensus in the organization  3 = No credit providers in our area  4 = Credit providers do not give credit to farmers  5 = Rates are too high  6 = Do not have the required collateral  7 = Lack of knowledge about access to loans  8 = Other</p>
---	------------	---

E7. Does this group offer credit services to its members? 1 = Yes 2 = No (If "No", go to question E9)					
E8. If yes, please tell me about the cash loans this organization has given to its members in the last one year.					
	How much was disbursed to members?	What is the interest rate per annum? (%)	How many members benefitted? (Gender disaggregated)		Type of loan
			Men	Women	
	a	b	c	d	e
1					
2					
3					
E9. Does the organization pay members for their commodity before the buyers make payment			1 = Yes 2 = No		
E10. Are incoming funds from sale of commodities shared between all members or only those who contribute?			1 = All members 2 = Only those who contribute		
E11 Does the organization set aside some funds to facilitate production and marketing activities			1 = Yes 2 = No		
E12. Does the organization ensure a financial strategy and planning? (makes budgets, financial projections, allocation of funds and monitoring use)			1 = Yes 2 = No		
E13 Does the organization retain reserves for use in times of financial distress? (savings, profits, membership fees and others)			1 = Yes 2 = No		

### Section F: Training

F1: Has any of your <b>committee members</b> been trained in the past year? 1 = Yes 2 = No (If "No", go to question F2)						
F1.1 If yes, how many were trained on?						
	TOPIC	YES	NO	Number of committee Members trained		Training provider e.g. Cereal Growers Association, Ministry of Agriculture and Irrigation
				Male	Female	
a.	Group dynamics(governance)					
b.	Organizational behaviour					
c.	Leadership Skills					
d.	Other (specify)					
e.	Other (specify)					
F2: Has any of your <b>members</b> been trained in the past year? 1 = Yes 2 = No (If "No", go to question F3)						
F2.1 If yes, how many were trained on?						
	TOPIC	YES	NO	Number of Members trained		Training provider e.g. Cereal Growers Association, Ministry of Agriculture and Irrigation
				Male	Female	
a.	Good agronomic practices					
b.	Conservation agriculture					
b.	Post-harvest handling					
c.	Entrepreneurship					
d.	Gender in agribusiness					
e.	Setting prices for produce					

f.	Procurement processes e.g. filling in tenders					
g.	Record keeping					
h.	Aflatoxin awareness					
i.	Financial Management/literacy					
k.	Other (specify)					
F3. Does the organization offer services to its members <b>comments section</b>				(If "No", go to		1 = Yes 2 = No
F4. If yes, what types of services do they provide						1 = Trainings and other technical assistance 2 = Quality control and inspection 3 = Market research 4 = Other
Comments: How has the organization applied the skills obtained during the trainings?						
Comments: What is the impact of the trainings on the activities of the organization?						
Comments: What other areas do your members need training in the next year?						
Comments: What other services are provided by NGOs and government that have not been covered during this session?						

### Section G: Sustainability

G1. Does the group have good relations with organizations who can assist them in building their group capacities?	1 = Yes 2 = No
G2. Can the group operate and function independently from organizations that assist in building group capacities?	1 = Yes 2 = No
G3. Does the group have a good relationship with the local communities it is operating in?	1 = Yes 2 = No
G4. Does the group have adequate technical support from the line ministries?	1 = Yes 2 = No
G5. What other support does the group feel it is required but not addressed by the current enablers?	

GPS coordinates (record in decimal degrees).....	<b>Latitude (N/S)</b>	<b>Longitude East</b>

## Local and Regional Procurement Project Baseline Survey Questionnaire for Teacher responsible for school meals and/or School Meal Committee Members

### Introduction

INTERVIEW DATE	____/____/____ DD    MM    YY
INTERVIEW START TIME:	INTERVIEW END TIME: ____/____ HH    MM

County:	
Sub-county:	
ID and name of school:	__   __   __
Type of school	__  Day school  __  Boarding school  __  Both day and boarding school
Case or control school:	__  Case (LRP targeted):  __  Control
Number of students as at Term 1, 2018 ( <b>Excluding ECD</b> )	
Contact Person	
Mobile Number	

<b>Provision of school lunch</b>																						
1. How does your school currently provide school lunch?	<input type="checkbox"/> Directly provided by WFP <input type="checkbox"/> Through WFP funding (cash) (Cash to Schools) <input type="checkbox"/> Through MoE funding (HGSMP) <input type="checkbox"/> Directly provided by the government																					
2. Other than the source above, does your school also get food for lunch from any of the following sources?	<table style="width: 100%; border: none;"> <tr> <td style="width: 10%;"><b>YES</b></td> <td style="width: 10%;"><b>NO</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>The county government</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>School's farm</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>The church</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>The parents teachers association</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Direct contributions from parents</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Other NGOs</td> </tr> </table>	<b>YES</b>	<b>NO</b>		<input type="checkbox"/>	<input type="checkbox"/>	The county government	<input type="checkbox"/>	<input type="checkbox"/>	School's farm	<input type="checkbox"/>	<input type="checkbox"/>	The church	<input type="checkbox"/>	<input type="checkbox"/>	The parents teachers association	<input type="checkbox"/>	<input type="checkbox"/>	Direct contributions from parents	<input type="checkbox"/>	<input type="checkbox"/>	Other NGOs
<b>YES</b>	<b>NO</b>																					
<input type="checkbox"/>	<input type="checkbox"/>	The county government																				
<input type="checkbox"/>	<input type="checkbox"/>	School's farm																				
<input type="checkbox"/>	<input type="checkbox"/>	The church																				
<input type="checkbox"/>	<input type="checkbox"/>	The parents teachers association																				
<input type="checkbox"/>	<input type="checkbox"/>	Direct contributions from parents																				
<input type="checkbox"/>	<input type="checkbox"/>	Other NGOs																				
3. For Term 1, 2018 was food for lunch delivered <b>before the school term began?</b> (tick the appropriate cell).	<input type="checkbox"/> Yes <input type="checkbox"/> No																					
4. How many days after start of Term 1, 2018 did the lunch food delivery arrive?	_____ days (If delivered before start of term enter zero)																					
5. Did your school experience any of the following problems with <b>the lunch</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 10%;"><b>YES</b></td> <td style="width: 10%;"><b>NO</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Bags arrived in poor condition (e.g. open/torn)</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Food was infested</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Incorrect amount arrived (i.e. not as ordered)</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Supplier refused to bring food directly to school</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Other</td> </tr> </table>	<b>YES</b>	<b>NO</b>		<input type="checkbox"/>	<input type="checkbox"/>	Bags arrived in poor condition (e.g. open/torn)	<input type="checkbox"/>	<input type="checkbox"/>	Food was infested	<input type="checkbox"/>	<input type="checkbox"/>	Incorrect amount arrived (i.e. not as ordered)	<input type="checkbox"/>	<input type="checkbox"/>	Supplier refused to bring food directly to school	<input type="checkbox"/>	<input type="checkbox"/>	Other			
<b>YES</b>	<b>NO</b>																					
<input type="checkbox"/>	<input type="checkbox"/>	Bags arrived in poor condition (e.g. open/torn)																				
<input type="checkbox"/>	<input type="checkbox"/>	Food was infested																				
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<input type="checkbox"/>	<input type="checkbox"/>	Supplier refused to bring food directly to school																				
<input type="checkbox"/>	<input type="checkbox"/>	Other																				

<b>food supplied</b> during Term 1, 2018?	(specify) _____ _____
6. During term 1 of 2018, how many days was the school NOT able to provide lunch due to the following reasons?	<b>Number of days</b> <input type="checkbox"/> <input type="checkbox"/> No food available <input type="checkbox"/> <input type="checkbox"/> No one to prepare meals <input type="checkbox"/> <input type="checkbox"/> Not enough water <input type="checkbox"/> <input type="checkbox"/> Not enough firewood <input type="checkbox"/> <input type="checkbox"/> Food cannot be prepared when it rains due to poor condition of kitchen <input type="checkbox"/> <input type="checkbox"/> Other (please specify) _____ _____ _____
7. In total how many days during Term 1, 2018 did you NOT provide school lunch?	_____ days
8. For Term 1, 2018 was <b>the lunch food procurement process</b> completed before the start of the term?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> WFP procured the food <input type="checkbox"/> Central government procured the food
9. How many traders did your school utilize for school lunch provision during Term 1, 2018?	_____

<p>10. What was the <b>total volume</b> for each commodity your school <b>procured for lunch</b> during Term 1, 2018 (in KG)?</p>	<table border="0"> <tr><td><input type="checkbox"/></td><td>Sorghum</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Rice</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>CSB</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>MSB</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Bulgur Wheat</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Beans</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Yellow split peas</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Green gram</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Maize</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Oil</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Salt</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Cowpeas</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Vegetables</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Fruits</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Tomatoes</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Onions</td><td></td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Other</td><td>1</td><td>(specify)</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td><input type="checkbox"/></td><td>Other</td><td>2</td><td>(specify)</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td><input type="checkbox"/></td><td>Other</td><td>3</td><td>(specify)</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td><input type="checkbox"/></td><td>Other</td><td>4</td><td>(specify)</td></tr> </table>	<input type="checkbox"/>	Sorghum			<input type="checkbox"/>	Rice			<input type="checkbox"/>	CSB			<input type="checkbox"/>	MSB			<input type="checkbox"/>	Bulgur Wheat			<input type="checkbox"/>	Beans			<input type="checkbox"/>	Yellow split peas			<input type="checkbox"/>	Green gram			<input type="checkbox"/>	Maize			<input type="checkbox"/>	Oil			<input type="checkbox"/>	Salt			<input type="checkbox"/>	Cowpeas			<input type="checkbox"/>	Vegetables			<input type="checkbox"/>	Fruits			<input type="checkbox"/>	Tomatoes			<input type="checkbox"/>	Onions			<input type="checkbox"/>	Other	1	(specify)	<hr/>				<input type="checkbox"/>	Other	2	(specify)	<hr/>				<input type="checkbox"/>	Other	3	(specify)	<hr/>				<input type="checkbox"/>	Other	4	(specify)
<input type="checkbox"/>	Sorghum																																																																																												
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<p>11. What was the <b>total value</b> of commodities procured for school lunch during Term 1, 2018?</p>	<p>_____ KShs</p>																																																																																												
<p>12. How much did the school/teachers' have to pay during Term 1, 2018 for <b>additional</b> lunch food transportation or any other costs not included in the tender value? (e.g. storage,, unloading etc.).</p>	<table border="0"> <tr><td><input type="checkbox"/></td><td>Food transport</td></tr> <tr><td><input type="checkbox"/></td><td>Food storage</td></tr> <tr><td><input type="checkbox"/></td><td>Food unloading</td></tr> <tr><td><input type="checkbox"/></td><td>Other (specify)</td></tr> </table> <p>Please estimate the total <b>additional</b> monies spent during Term 1, 2018?</p> <p><input type="checkbox"/></p>	<input type="checkbox"/>	Food transport	<input type="checkbox"/>	Food storage	<input type="checkbox"/>	Food unloading	<input type="checkbox"/>	Other (specify)																																																																																				
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<input type="checkbox"/>	Other (specify)																																																																																												



School menus	
13. What meals do you serve for lunch on the following days?	Monday: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Tuesday: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Wednesday: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Thursday: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Friday: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Codes: 1: Sorghum 2: Rice 3: CSB 4. MSB 5: Wheat 6: Beans 7. Yellow split peas 8: Green gram 9: Maize 10: Oil 11. Salt 12: Cowpeas 13: Vegetables 14: Fruits 15: Tomatoes 16: Onions 18: _____ Other 1 (specify) 19: _____ Other 2 (specify)
14. How many of those meals does the school have written nutrient profiles for?	<input type="text"/>
15. Has your school done any work with WFP during the last two years to revise your school lunch menus?	<input type="checkbox"/> Yes we are in discussion <input type="checkbox"/> Yes we changed our menus <input type="checkbox"/> No
16. Does your school currently do any activities to promote consumption of a wide variety of foods (dietary diversity) for lunch?	<b>YES NO</b> <input type="checkbox"/> <input type="checkbox"/> Use drought tolerant crops for school meals (including sorghum, millet or cowpeas) <input type="checkbox"/> <input type="checkbox"/> Provide more than one type of school meal for lunch <input type="checkbox"/> <input type="checkbox"/> Nutrition education for the children talking about the benefit of eating a wide variety of foods <input type="checkbox"/> <input type="checkbox"/> School personnel received training from WFP or MoE on improving dietary diversity of school meals <input type="checkbox"/> <input type="checkbox"/> Use food from a school garden in school meals <input type="checkbox"/> _____ <input type="checkbox"/> Other (please specify)
Capacity building	
17. Did any of the following staff members receive training in the last two years on the Home-Grown School Meal Programme (HGSMP) from WFP/MoE?	<b>YES NO</b> <input type="checkbox"/> <input type="checkbox"/> Head Teacher <input type="checkbox"/> <input type="checkbox"/> Teachers (Deputy head teacher, senior teacher, any other teacher) <input type="checkbox"/> <input type="checkbox"/> School meals committee members <input type="checkbox"/> <input type="checkbox"/> School chairman <input type="checkbox"/> _____ <input type="checkbox"/> Other (please specify)
18. Did any of the following staff member receive training in the last two years on tendering processes for procuring food from local	<b>YES NO</b> <input type="checkbox"/> <input type="checkbox"/> Head Teacher <input type="checkbox"/> <input type="checkbox"/> Teachers (Deputy head teacher, senior teacher, any other teacher) <input type="checkbox"/> <input type="checkbox"/> School meals committee members <input type="checkbox"/> <input type="checkbox"/> School chairman

traders for school meals from WFP/MoE?	__  specify) _____	__	Other _____	(please
19. How many full time cooks does your school have?	_____			
20. Other than the full time cooks, how many other teachers/ members of staff /other people help in preparing school lunch?	_____			
21. How many cooks/members of staff/teachers that help prepare lunch were trained in the last two years on good nutrition and menus?	_____	Cooks		
	_____	School meal teacher		
	_____	School meal committee member		

**Observation:**

1. Has the school received their food delivery for Term 2? || Yes || No

If yes, when was it received? (specify date) \_\_\_\_ / \_\_\_\_ / 2018

If no are you still able to serve school meals |\_\_| Yes |\_\_| No

2. Ask to see the nutrient profiles of any meals. How many meals have written profiles? | |

3. Please take a photograph of any nutrient profiles that schools have.

4. Please ask if you can see the school's food store.

5. Please take a photograph of the food store ensuring that we can see how the food is stored on the ground.

INTERVIEW END TIME:

INTERVIEW END TIME:

/\_\_\_\_\_  
HH MM

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION.**

**GPS**

**Coordinate**

## Annex 6: List of surveyed schools

### Baringo County

#	LRP schools	Non-LRP schools
1	Tangulbei Primary School	Bartabwa Primary School
2	Lomuge Primary School	Chemogoch Primary School
3	Chepkalacha Primary School	Chemoinoi
4	Koipapich Primary	Chepnyorgin Primary School
5	Koloa Primary	Chesongo Primary School
6	Ngoron	Emining
7	Tukomoi Primary	Kabilany Primary School
8	Kaisakat Primary School	Kaboron Primary
9	Chemayes Primary School	Kalabata Primary School
10	Ptikii Primary School	Kamweton Primary School
11	Loiwat Primary School	Kapkelelwa Primary School
12	Dira Primary School	Kaptara Primary School
13	Nalukumong'in	Katunoi Primary School
14	Cheptunoyo Primary	Kimose
15	Kositei Primary School	Kipkaren
16	Chemolingot Boarding School	Kipsoit Primary School
17	Tamkal Primary School	Kures Primary School
18	Meuto Primary School	Lomanira Primary
19	Barpello Primary	Lombagishu Primary School
20	Maaron Primary School	Molo Sirwa Primary
21	Nginyang Boarding Primary School	Nato Primary
22	Aic Chemoril Primary School	Ngurubeti Primary
23	Chesacam Primary School	Noiwet Primary
24	Chepturu Primary School	Radad Primary School
25	Tilingwa Primary School	Rosoga Primary
26	Kapunyany Primary School	Sosion Primary School
27	Chepelow Primary	Tebei Primary School
28	Plesian Primary	Terik Primary School
29	Churo Primary School	Tiloi Primary School

### Turkana County

#	LRP schools	Non-LRP schools
1	Namalteny	Lotiira Primary
2	Nakuse Primary	Maggies Akatuman Primary
3	Lomunyenakwan Primary	Kawarnaparan Primary
4	Agape Primary	Kotela Primary
5	Nakukulas Primary	Kotaruk Primary
6	Lochwaa Angikamatak Primary	Nagis Primary
7	Arumrum	Kanukurudio Primary
8	Nakwasinyen Primary	Namoruputh Primary
9	Kalodicha	Nataparkakono Primary
10	Kangitit Primary	St.Teresa Nakwamor Primary
11	Kanaodon Primary	Lokangae Primary
12	Aic Nadoto Primary	Katiko Primary
13	Naregaekamar	Nakoriogora Primary
14	St.Emmaculate	Ngimuriae Primary
15	Lorogon Primary	Kodopa
16	Abururu	Naremit Primary
17	Naoyaregae	Kabokorit Primary
18	Namorutunga Primary	St. Cosmas Napopongoit
19	Lokorkor	Lorengipi Primary
20	Kangimanyin	Nameyana Primary

21	Nakatongwa	Kalopiria Primary
22	St. Teresa Kimabur	Kalokol Girls Primay
23	Loyapat	Katula Primary
24	Kalapata	Kabulokor Primary
25	Kakoel	Lokamarinyang Primary
26	Kidewa	St. Bakhita Teremkus
27	Kaaruko	Longech Primary
28	Kangakipur	Nanyangakipi
29	Kakong	Loturerei
30	Kadam	Lolupe Primary
31	Kaibole	Napuu Primary
32	Lomonyang Primary School	Kangagetei Primary
33	Namakat	Kangirisae
34	Nayanaekaton	Kaikir

### West Pokot County

#	LRP schools	Non-LRP schools
1	Kapkewa Primary School	Runo Primary School
2	Kasei Primary	Chemaley Primary School
3	Timale Primary School	Wakor Primary School
4	Kiwawa Primary	Koposes Primary
5	Mbaru Primary	Katimoril Primary
6	Kauriong Primary	Sigor Girls Primary School
7	Cherangan Primary School	Kapsimatia Primary School
8	Konyao Dorcas Primary School	Chepserum Primary School
9	Konyao Arid Primary	Ipeet Primary School
10	Nakwapuo Primary School	Rukey Primary School
11	Kopulio Primary School	Chepkukui Primary School
12	St Joseph Ack Nakwijit Primary School	Tindar Primary School
13	Ngotut Primary School	Lodupup
14	Kodera Primary School	Kochar Primary School
15	Korpu	Saya Primary School
16	Aic Asilong Primary School	Ortum Boys Primary School
17	Kamketo Primary School	Ortum Girls Primary School
18	Naruoro Primary School	Kangisha Primary School
19	Kacheliba Primary School	Ptulongwo Primary School
20	Tiyenei Primary School	Pserum Primary School
21	Nakwoilal Primary School	Sebit Primary School
22	Chepkinah Primary School	Loklochoi/Nachecheyat
23	Natemer Primary School	Chepkobegh Primary School
24	Chelopoy Primary School	Sokka Primary School
25	Aic Akiriamet	Sobukwo Primary School
26	Lokichar Primary School	Murpus Primary School
27	Sincholol Primary School	Seretow Primary School
28	Aic Kameris	Parek Primary School
29	Nauyapong Mixed Boarding Primary School	March Pass Primary
30	Korkou Primary School	Sangat Primary School
31	Kapterema Primary School	Cheposekek
32	Takar Primary School	Miskwony Primary School
33	Kasaka Primary School	Tunoyo Primary School

## Annex 7: Detailed description of the sampling methodology

A total sample of 192 schools were used (96 LRP schools and 96 non-LRP schools).

- a) There are 382 LRP schools and 613 non LRP schools totalling 995 schools.
- b) Schools with similar characteristics were clustered using the silhouette measure of cohesion and separation. The model converged at 0.7. The most cohesive cluster had skewness of 0.098 returning a universe population of 354 LRP and non LRP schools
- c) A population of 354 LRP and non-LRP schools were matched using the Silhouette measure of cohesion and separation that was utilized to define and validate the consistency of matching and clustering of LRP and non-LRP schools. This technique was used to match LRP and non LRP schools with similar spatial and demographic attributes. The matching and clustering process was validated by the model strength. The model converged at a silhouette value of 0.7. The silhouette value is a measure of cohesion of study cases which included LRP and non LRP schools. The silhouette ranges from -1 to +1, where a high value indicates that the clustered study cases are well matched.
- d) The actual sample was determined by the formula below:

$$n = \frac{z^2 \times (p) \times (1-p)}{m^2}$$

$$m^2$$

n = sample size

z = confidence level at 95% (standard value of 1.96)

p = percentage picking choice (0.5)

m = margin of error at 5% (standard value of 0.05)

### Correcting for finite population (N = 354)

$$n = \frac{n}{1 + \frac{n-1}{N}}$$

n = required sample

n = old sample size

N = population

### BASELINE SAMPLE SIZE

**School sample = 192**

Sample size for treatment schools = 96

Sample size for control schools = 96

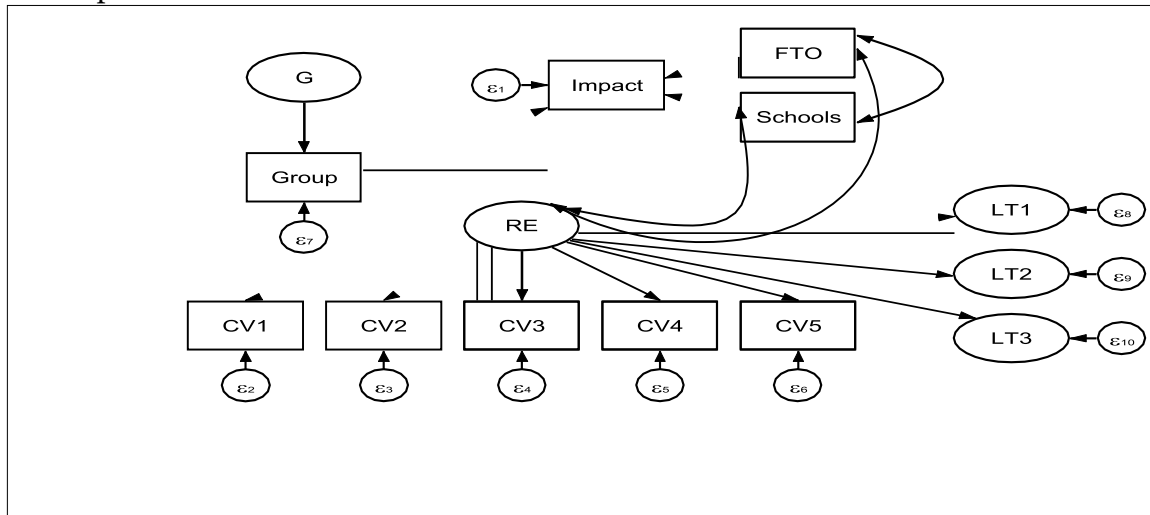
Sample distribution by county

County	Matched Weight	LRP Schools	Non LRP Schools
Baringo	30.2	29	29
Turkana	35.4	34	34
West Pokot	34.4	33	33
<b>Total</b>	<b>100</b>	<b>96</b>	<b>96</b>

### Replacement of Schools.

Schools that were impossible to access during data collection were replaced. The access barriers included insecurity, flood-affected roads and bridges, and distance (for instance, it was not feasible to travel for a whole day to track one school within limited resources available for the study). Such schools were replaced by schools in the same silhouette cluster or overlapping schools in the contiguous cluster.

The impact model:



Where:

Impact = Score at T<sub>1</sub> relative to T<sub>0</sub>

FTO = Farmer and Trader Organization Index/ranking

Schools = Selected Schools impact score

Group = Exposure Variable

RE = Covariates (Both direct outcomes and the confounding)

E = Model Estimation/Error Terms

LT = Latent Variables

At baseline, the study team computed score indices for the key outcomes, namely cost-effectiveness, timeliness, nutrition scores and the overall impact benchmarking score. These measures will be computed again at the endline phase and the variance computed while controlling for random effects using multivariate analyses.

Both men and women have an equal chance of participation as respondents for the FOs and school committees in both the baseline and evaluation as outlined in WFP's evaluation principle of gender equality.

## Annex 8: Silhouette measure of cohesion and separation

Silhouette measure of cohesion and separation was used to define and validate the consistency of matching and clustering of LRP and non-LRP schools. This technique was used to match control and treatment schools with similar spatial and demographic attributes. The matching and clustering process is validated by the model strength. The model converged at a silhouette value of 0.7 as shown in the figure below. The silhouette value is a measure of cohesion of study cases which included control and treatment schools. The silhouette ranges from -1 to +1, where a high value indicates that the clustered study cases are well matched.



### Clusters

Input (Predictor) Importance  
■ 1.0 ■ 0.8 ■ 0.6 ■ 0.4 ■ 0.2 ■ 0.0

Cluster	1	2	3	4
<b>Label</b>				
<b>Description</b>				
<b>Size</b>	42.9% (426)	35.6% (354)	19.0% (189)	2.5% (25)
<b>Inputs</b>	Enrolment 107.55	Enrolment 288.65	Enrolment 529.99	Enrolment 1,161.52

The mean enrolment of 288.65 was validated by the grouped median of the initial unmatched population of 229.67. The grouped median is a trimmed median that mitigates all the outliers in both the LRP and non-LRP schools.

## Annex 9: Qualitative survey tools

### 5.1.1 Semi-structured interview guides

#### 1. WFP personnel (LRP and/or market access team)

- How were counties/sub-counties selected?
- How were traders and FOs selected?
- How were schools selected?
- To what extent are government authorities (national, county, sub-county) involved in the LRP?
- How does the LRP relate to key government policies/strategies?
- Have any WFP policies specifically been included in the design?
- Does the LRP relate to any work by other agencies?
- Explain transition from SMP to HGSMP in the three LRP counties:
  - Timing of transition
  - Specific challenges encountered per county
- Explain previous work with targeted FOs/ traders if any.
- Specific activities implemented
- What are the key challenges you foresee for the LRP?
- Has there been any specific consideration of gender issues? How have they been incorporated?

#### **Check monitoring of the following indicators:**

Number of individuals benefiting directly from USDA-funded intervention
Number of individuals benefiting indirectly from USDA-funded intervention
Number of public-private partnerships formed as a result of USDA assistance
Value of public and private sector investments leveraged as a result of USDA assistance
Number of policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance
Quantity of commodity procured as a result of USDA assistance
Cost of commodity procured as a result of USDA assistance
Cost of transport, storage and handling of commodity procured as a result of USDA assistance
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance
Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance

#### 2. MoE personnel (government representatives)

- What is/going to be the role of the MoE in the LRP?
  - Check any specific roles for national and county/sub-county MoE.
- Please comment on co-operation and information sharing between the MoE and WFP?
- What do you feel are going to be the main challenges for the MoE in implementing HGSMP?
  - Any challenges related to LRP?



**Check monitoring of the following indicators:**

Number of policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance

**3. School Meals Committee members****Knowledge of LRP**

3. What do you know about the new WFP LRP project? What are they hoping to achieve?
4. How many traders did your school utilize for SM provision during SY 2016/17?
5. Did you have any problems with any of the tenders?
  - a. Elaborate

**Purchase of local food commodities for provision of school meals**

6. Experience purchasing through tenders.
  - a. What have been the best aspects of purchasing through tender instead of having food provided by WFP?
  - b. What have been the most difficult aspects of local purchase?
  - c. Comment on the current procurement process.
  - d. Have you experienced any issues re timeliness with local procurement?
  - e. How can procurement process be improved?
7. Approximately how many traders do you use to purchase the stock for the school meals programme?
8. Was your school able to provide school meals every school day during SY 2016/2017. If no, why not? Any reason related to insufficient food?
9. Discuss cost-effectiveness of procurement
10. Discuss timeliness of tender process and timeliness of delivery
  - a. Check timing of completing tender
  - b. Check timing of delivery of commodities (preferably before start of school term)
11. Volume of commodities procured locally during SY 2016/17?
12. Main commodities purchased.
13. Value of commodities procured for school meals during 2016/17
14. Value of any additional monies spent on transport or any other costs related to food (transport, storage, loading, unloading etc.).

**Capacity building**

- Did your school administrator receive training during 2016/17 on HGSMMP?
- Did any of your School Board of Management members receive training during 2016/17 on HGSMMP?
- Has your school administrator received training during 2017/18 on buying food from local traders? Tender process?
- Did any of your School Board of Management members receive training during 2017/18 on buying food from local traders? Tender process?
- Have any of your cooks been trained on menus, hygiene and food handling procedures?  
Yes No
- If yes, how many were trained during SY 2017/18?

### **School menus**

15. How many menus (per month) does your school currently follow for school meals?
16. Does your school have any nutrient profiles for the meals being provided?
  - a. Yes                      No                      (If yes, how many meals have profiles? \_\_\_\_\_)
17. Has your school done any work with WFP during SY2017/18 to revise your school menus?
18. If yes, are you currently using revised menus?

### **Suggestions and complaints**

19. Do you have any suggestions on how to improve the project? Make it sustainable?
20. Have you received any complaints about food purchased locally during SY 2016/17 or about WFP?
  - a. Any issues with working with WFP or their partner agencies? (Programmatic or financial)

### **Check monitoring of the following indicators:**

Percentage of LRP schools procuring food before beginning of term
Percentage of schools where food is delivered to schools before term begins
Percentage of schools using diversified menus
Turkana only: Cost of distribution in schools in LRP areas compared to non-LRP areas

### **4. Grain traders**

- How familiar are you with the tender process?
- What is your relationship with local small holder farmers?
- How can WFP better support the use of local food commodities into schools?
- What do you find most difficult about the tender process? What is the easiest aspect? Do you have any suggestion for improving the tender process?
- What foods have the school meal committees most regularly purchased from you?
- Were you given any guidance about the type of food that can be purchased? Or the quality of food that is required? Elaborate
- Where are your suppliers based?
- Where are your buyers based?
- Do you supply to clients outside of XX County? Elaborate how far they trade.
- Have you made any changes to your business or business practices as a result of this project or due to the transition to CTS/HGSMP?
- Have there been any **positive** impacts of this project on your business? Elaborate
- Have there been any **negative** impacts of this project on your business? Elaborate

### **Check monitoring of the following indicators:**

Volume of sales by project beneficiaries
Volume of commodities sold by project beneficiaries

## 5. Farmer Organizations

- The LRP is a project that will help farmers be more prepared for tendering processes and access a new market opportunity (school meals).
  - Has this FO ever directly applied for school meals or other large tenders?
  - If yes, what have you found to be the main challenges in the tendering process?
- What are the main challenges you face in participating in local tenders?
- How familiar are you with the tender process?
- What is your relationship with local traders?
- How can WFP better support the use of local food commodities into schools?

### **Check monitoring of the following indicators:**

Volume of sales by project beneficiaries
--

Volume of commodities sold by project beneficiaries
---

## Annex 11: Evaluation timeline

Week starting	2018																	
	Feb 26	5	March			April					May				June			
			12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25
Preparation of Inception Report by Baseline Team.																		
Agreement on baseline design, matrix and tools and finalization of Inception Report.																		
Review of Inception Report by WFP and USDA/FAS																		
Finalization of Inception Report																		
Easter Break and school holidays																		
Quantitative data collection – FOs and traders (by WFP)																		
Training of enumerators on school survey and finalization of the relevant tools and data entry templates.																		
Quantitative data collection - schools (by baseline team)																		
Qualitative data collection (by baseline team)																		
Data analysis and reporting																		
Submission of draft report																		

## Annex 12: Description of the calculation of the baseline scores

### 1. Cost-effectiveness score

<b>Cost-effectiveness Score (CS) = GMC*VPCD</b>	
•	GMC = ATA/ATV
•	VPCT = ATV/#Children
•	VPCD = VPCT/DLS
<u>Where:</u>	
GMC = Actual grouped median cost	
ATA = Actual total cost of commodities	
ATV = Actual total volume of commodities	
VCPT = Volume per child per term	
VCPD = Volume per child per day	
DLS = Days lunch served	

#### **Validation of the Cost-effectiveness Score**

There is no statistical difference between the ATA (Actual total cost of commodities) and the cost effectiveness score,  $p > 0.05$ .

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>Pair 1</b>	<b>ATA - CS</b>	20753.7	277762.9	28497.9	-35829.5	77336.9	.728	94	.468

#### **Assumptions**

- The cost effectiveness is computed using the direct cost of food items only.

### 2. Timeliness score

<b>Timeliness Score (TS) = (FD-DD-ML)/ (FD)*100</b>	
<u>Where:</u>	
FD = Full Days (Maximum term days + maximum delayed delivery days + maximum lunch missed days)	
DD = Actual delayed delivery days	
ML = Actual missed lunch days	

#### **Assumptions and justification**

- The maximum term days are 70.
- The maximum delayed delivery days are 70.
- The maximum days for missing lunch is 70.
- Some of the “delayed” delivery is voluntary given the surplus food in the school store. We control for ‘voluntary delay’ by including actual days lunch was not served in the schools.
- The outcome index is a percentage (maximum is 100 percent where delay days are 0 and actual days lunch was not served in the schools is 0).

- The extraction method is mean score to mitigate exclusion of the decimal performing schools from contributing to the overall score.

### 3. Nutrition score

$$\text{Nutrition Score (NS)} = \text{Av} \left( \left( \frac{\text{TVCD}}{150} \right), \left( \frac{\text{TVPD}}{40} \right), \left( \frac{\text{TVOD}}{5} \right), \left( \frac{\text{TVCS}}{2} \right) \right)^{W_{1/3}}, \left( \frac{\text{DLS}}{70} \right)^{W_{1/3}}, \left( \frac{\text{MEN}}{3} \right)^{W_{1/3}}$$

Where:

Av = Average

TVCD = Total volume of cereals per child per day fed

TVPD = Total volume of pulses per child per day fed

TVOD = Total volume of oil per child per day fed

TVSD = Total volume of salt per child per day fed

DLS = Actual days lunch was provided

MEN = Menu items diversity

W<sub>1/3</sub> = 1/3 weighting

#### Assumptions and justification

- The maximum cereals consumed in a day is 150 grams.
- The maximum pulses consumed in a day is 40 grams.
- The maximum oil consumed in a day is 5 grams.
- The maximum salt consumed in a day is 2 grams.
- The maximum actual days lunch was provided is 70
- The maximum menu item diversity value is 5 representing unique combinations in a week of 5 days.

### 4. Impact Benchmarking Score

$$\text{Impact Score} = (\text{TS} + \text{NS} - \text{CS}) / 187 * (100)$$

Where:

TS = Timeliness Score

NS = Nutrition Score

CS = Cost Effectiveness Score

#### Assumptions

- The maximum Timeliness Score is 100%
- The maximum Nutrition Score is 100%
- The observed cost effectiveness score is 13
- The desired situation is to spend a maximum of 13 KES per child per day while providing the most nutrition food every single day and in a timely manner.

## Annex 13: Additional data from the trader survey

- Age breakdown of surveyed traders

	Baringo		West Pokot		Total	
	Male	Female	Male	Female	Male	Female
18-35 years	2	4	11	11	13	15
36-55 years	5	2	11	8	16	10
<b>Total</b>	<b>7</b>	<b>6</b>	<b>22</b>	<b>19</b>	<b>29</b>	<b>25</b>
	<b>13</b>		<b>41</b>		<b>54</b>	

- Educational qualifications of surveyed traders

	Baringo		West Pokot		Total	
	Male	Female	Male	Female	Male	Female
Primary	1	0	12	7	13	7
Secondary	6	1	7	8	13	9
Diploma	0	3	0	3	0	6
Degree	0	2	3	1	3	3
<b>Total</b>	<b>7</b>	<b>6</b>	<b>22</b>	<b>19</b>	<b>29</b>	<b>25</b>
	<b>13</b>		<b>41</b>		<b>54</b>	

- Main source of commodities

	Baringo	West Pokot
Small scale farmers	61.5	63.4
Large scale farmers	0.0	24.4
Farmer Organizations	0.0	0.0
Other traders/middlemen	23.1	12.2
Other	15.4 (wholesalers)	0.0

- Main mode of commodity transportation

	Baringo	West Pokot
Carried by hand	0.0	4.9
Bicycle or motorcycle	7.7	24.4
Pick up	69.2	17.1
Lorry	53.8	63.4
Public transport	7.7	0.0
None/Don't transport	0.0	4.9

- Main type of grain storage by traders

	<b>Baringo</b>	<b>West Pokot</b>
Basic earth granaries	15.4	7.3
Permanently owned warehouse	7.7	39.0
Permanently rented warehouse	76.9	53.7

- Percentage of traders reporting sales to the following buyers

	<b>Baringo</b>	<b>West Pokot</b>
Households	92.3	90.2
Retail store	69.2	43.9
Millers/brewers	46.2	26.8
Other traders	61.5	29.3
Hospitals	15.4	2.4
Government food agencies	7.7	0.0
International development agencies	7.7	0.0
Schools	76.9	31.7
NGOs	0.0	4.9
Others	0.0	0.0



## Annex 14: Additional data from FO survey

- Length of time surveyed FOs have been established, by county

Length of time		Baringo	Turkana	West Pokot
No. years established	<= 5 years	45.7%	13.9%	81.3%
	6-10 years	28.3%	19.4%	12.5%
	11-15 years	17.4%	8.3%	6.3%
	16 – 20 years	2.2%	5.6%	0%
	21+ years	6.5%	52.8%	0%

- Main source of assistance received by surveyed FOs (% receiving)

	Baringo	Turkana	West Pokot
Subsidized or free seeds	100.0% Government	85.7% Government	92.3% Government
Subsidized or free fertilizer	92.9% Government	0%	50.0% NGO & Government
Subsidized or free farming implements (tools)	100% Government	50% Government	100% NGO
Subsidized or free pesticides/herbicides	50% Government	0%	100% NGO
Providing or rehabilitating storage facilities	100% Government	60% International Development Agencies	100% NGO
Loans of agricultural tools or work animals	60% Government	0%	100% NGO

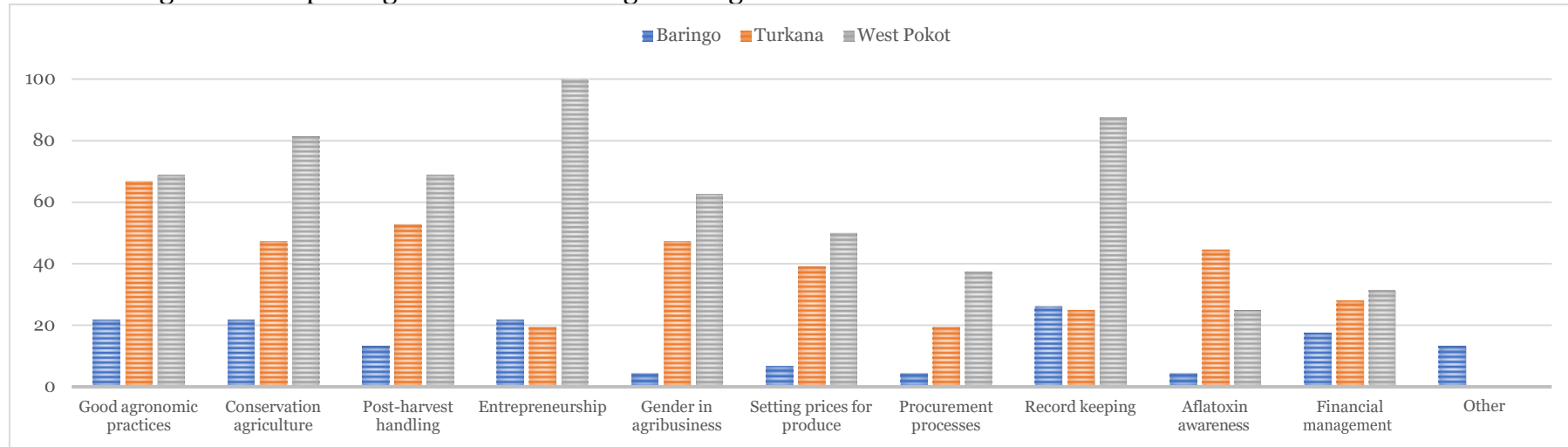
- Location of FOs suppliers

	Baringo	Turkana	West Pokot	Total
Within the ward	73.9	5.6	18.8	<b>39.8</b>
Within the county but outside the ward	21.7	11.1	12.5	<b>16.3</b>
Outside the county	4.3	2.8	75.0	<b>15.3</b>
Outside the country	0.0	0.0	0.0	<b>0.0</b>
No external suppliers reported	0.0	80.6	0.0	<b>29.6</b>

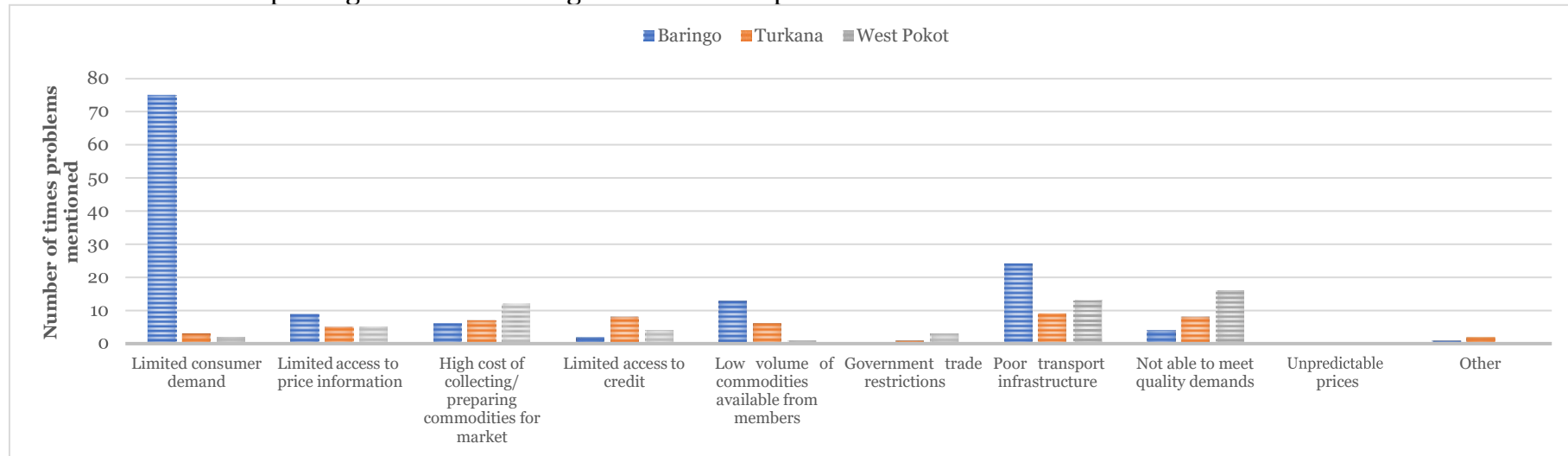
- Location of FOs buyers

	Baringo	Turkana	West Pokot	Total
Within the ward	76	14	31	<b>45.9</b>
Within the county but outside the ward	20	14	25	<b>18.4</b>
Outside the county	4	0	44	<b>9.2</b>
Outside the country	0	0	0	<b>0.0</b>
No buyers reported	—	72	—	<b>26.5</b>

- Percentage of FOs reporting members receiving training



- Number of FOs reporting barriers to selling their members products



## Annex 15: Additional data from school survey

- Percentage of schools reporting completion of food procurement process before start of Term 1, 2018

Completed procurement	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Yes	6.9%	58.6%	0	91.2%	3%	75.8%	3.1%	76%
No	—	34.5%	0	8.8%	27.3%	24.2%	9.4%	21.9%
N/A (food was provided)	93.1%	6.9%	100%	0	69.7%	0	87.5%	2.1%

- Schools reporting a delay in food delivery for Term 1, 2018

\*\*All Schools (Average)

	LRP Schools	Non LRP-Schools
Baringo	21.3	8.6
Turkana	3.1	0.8
West Pokot	23.5	9.2
<b>Total</b>	<b>15.6</b>	<b>6</b>

\*\*Only schools that reported a delay (Average)

	LRP Schools	Non LRP-Schools
Baringo	21.3	12.5
Turkana	5.8	7
West Pokot	25.9	17.2
<b>Total</b>	<b>19.5</b>	<b>13.9</b>

- Number of suppliers utilized by the school

Number of suppliers used	Baringo		Turkana		West Pokot	
	LRP	Non- LRP	LRP	Non- LRP	LRP	Non- LRP
Mean	1	1	1	1	2	1
Range	2	0	2	2	2	1
Minimum	1	1	1	1	1	0
Maximum	3	1	3	3	3	1
Grouped median	1	1	1	1	2	1

- Percentage of schools reporting using these food commodities for their school lunches during Term 1, 2018

School Type	Food Item	N	Percent of Cases
LRP School	Rice	93	96.9%
	Wheat	45	46.9%
	Beans	62	64.6%
	Yellow split peas	34	35.4%
	Oil	96	100.0%
	Salt	94	97.9%
	Vegetables	1	1.0%
	Onions	1	1.0%
Non LRP School	MSB	1	1.1%
	Beans	95	100.0%
	Maize	95	100.0%
	Oil	95	100.0%
	Salt	95	100.0%
	Onions	1	1.1%

- Total volume for each commodity your school procured for lunch during Term 1, 2018

	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Sorghum	--	--	--	--	--	--	--	--
Rice	2900.0	--	1480.0	--	3150.0	--	1875	--
CSB	--	--	--	--	--	--	--	--
MSB	--	0.3	--	--	--	--	--	--
Wheat	114.7	--	1525.0	--	--	--	83	--
Beans	630.0	657.0	--	705.6	835.0	450.0	433	665
Yellow split peas	--	--	780.0	--	--	--	53	--
Green gram	--	--	--	--	--	--	--	--
Maize	--	2484.0	--	2766.7	--	2000.0	--	2610
Oil	97.5	60.8	88.8	90.0	84.0	62.7	89	78
Salt	48.8	49.0	62.1	35.6	47.0	40.0	50	40
Cowpeas	--	--	--	--	--	--	--	--
Vegetables	--	--	--	--	--	--	--	--
Fruits	--	--	--	--	--	--	--	--
Tomatoes	--	--	--	--	--	--	--	--
Onions	0.3	0.3	--	--	--	--	--	--

- Number of schools reporting receiving food from other sources

Secondary sources of food	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
County Government	1	—	—	1	2	1	3	2
School garden/farm	—	—	—	1	2	2	2	3
Church	1	—	2	1	2	—	5	1
PTA	1	—	—	—	3	1	4	1
Direct contribution from parents	—	1	—	—	3	1	3	1
NGOs	6	—	1	3	—	3	7	6
	<b>9</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>24</b>	<b>14</b>
	<b>10</b>		<b>9</b>		<b>20</b>		<b>38</b>	

- Number of school cooks and training – (Grouped median)

Personnel	Baringo		Turkana		West Pokot		Total	
	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP	LRP	Non-LRP
Cooks	2	1	2	2	2	2	2	1
Cooks trained	2	0	0	0	2	0	1	0
Teachers trained	0	0	0	1	0	0	0	0
SMC members trained	0	0	0	1	0	0	0	0

## Annex 16: Project monitoring results - 1 October 2017 to 31 March 2018

LRP – World Food Programme - Kenya				Targets			Baseline values October 1, 2017 - March 31, 2018
#	Standard/ Custom #	Result	Performance Indicator	Year 1	Year 2	Life of project	
				1 Oct 2017 – 30 Sept 2018	1 Oct 2018 – 30 Sept 2019		
1	Standard #1	LRP SO 1	Number of individuals benefiting directly from USDA-funded intervention	31,150	31,150	31,150	721
2	Standard #2	LRP SO 1	Number of individuals benefiting indirectly from USDA-funded intervention	61,000	61,000	61,000	0
3	Standard #3	LRP 1.3.2.2	Value of sales by project beneficiaries	582,524	597,087	1,179,612	<p><b>Baringo:</b> Total value = KES 16,974,366/ USD 169,744; Median value per FO = KES 127,333/ USD 1,273</p> <p><b>Turkana:</b> Total value = KES 14,707,250/ USD 147,073; Median value per FO = KES 390,000/ USD 3,900</p> <p><b>West Pokot:</b> Total value = KES 24,433,00/ USD 244,433; Median value per FO = KES 612,500/ USD 6,125</p>
4	Standard #4	LRP 1.3.2.1	Volume of commodities (metric tons) sold by project beneficiaries	415	150	565	<p><b>Baringo:</b> Total volume = 2020.4MT; Median volume per FO = 38.9MT</p> <p><b>Turkana:</b> Total volume = 176MT; Median volume per FO = 9.3MT</p> <p><b>West Pokot:</b> Total volume = 9,334.3MT; Median volume per FO = 19.1MT.</p>
5	Standard #5	LRP 1.4.3/ 1.4.4	Number of public-private partnerships formed as a result of USDA assistance	220	220	220	9

6	Standard #6	LRP 1.4.3/1.4.4	Value of public and private sector investments leveraged as a result of USDA assistance	582,524	597,087	1,179,612	0
8	Standard #8	LRP 1.4.1/1.4.2	Number of policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance	1	2	3	1
9	Standard #9	LRP 1.3	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	365	0	365	0
10	Standard #10	LRP 1.3	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	165,120	0	165,120	0
12	Standard #12	LRP 1.1/ 1.2	Cost of transport, storage, and handling of commodity procured as a result of USDA assistance (by commodity)	100,301	0	100,301	0
13	Standard #13	LRP SO 1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	30,000	30,000	30,000	0
14	Standard #14	LRP 1.3.2	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	200	200	400	2,535
#1	Custom	N/A	Cost of distribution in schools in LRP areas compared to non LRP areas	TBD	TBD	TBD	—
#2	Custom	N/A	Percentage of LRP schools procuring food before beginning of the term	80%	90%	90%	N/A
#3	Custom	N/A	Percentage of schools where food is delivered to schools before school term begins	80%	90%	90%	19.8%
#4	Custom	N/A	Percentage of schools using diversified school meals menus	50%	100%	100%	0%