



Food and Agriculture
Organization of the
United Nations

LEARNING ROUTE FINAL REPORT

Successful practices, tools and mechanisms
to design, implement and monitor
Home-Grown School Feeding (HGSF) programmes in Africa

LIVE BROADCAST
LEARNING ROUTE IN KENYA



Procasur

Harvesting Innovations, Spreading Opportunities

KENYAN EXPERIENCES OF
HOME-GROWN SCHOOL FEEDING

Learning Route Final Report

**Successful practices, tools and mechanisms
to design, implement and monitor
Home-Grown School Feeding (HGSF) programmes in Africa**

2nd, 7th-12th, 18th of December 2020, Kenya



**LIVE BROADCAST
LEARNING ROUTE IN KENYA**



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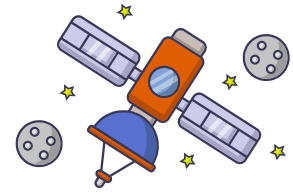
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Abbreviations and acronyms

ACIAR	Australian Centre for International Agricultural Research
ALVs	African Leafy Vegetables
BFN	Biodiversity for Food and Nutrition Project
COG	Council of Governors
FAO	Food and Agriculture Organization of the United Nations
FAO RAF	FAO Regional Office for Africa
GEF	Global Environment Facility
HGSF	Home-Grown School Feeding
IP	Innovation Plan
KALRO	Kenya Agriculture and Livestock Research Organization
LoA	Letter of Agreement
LR	Learning Route
MoA	Ministry of Agriculture
MoE	Ministry of Education
MoH	Ministry of Health
MVP	Millenium Villages Project
TCP	Technical Cooperation Project
WFP	World Food Programme



Executive summary



In November 2019, the **FAO Regional Office for Africa (FAO RAF)** partnered with **Procasur Corporation** to organize a Learning Route (LR) focusing on “*Successful practices, tools and approaches to design, implement and monitor Home-Grown School Feeding (HGSF) programmes in Africa*”. This Learning Route is one of the key initiatives developed under the school feeding component of the Regional Technical Cooperation Project (TCP) “*Partnership to support AU’s strategies on Social Protection, School Feeding and Rural Youth Employment*” carried out by FAO’s Regional Office for Africa, in partnership with the African Union.

Due to the global COVID-19 pandemic, Procasur and FAO-RAF agreed in October 2020 on a remodulation of activities envisaged under the Letter of Agreement (LoA). The first main decision was to limit the participation to the Learning Route in the field to a group of national Kenyan government officials and Kenyan stakeholders involved in the implementation of HGSF Programme in Kenya. The second agreement was to live broadcast the Learning Route through a satellite transmission equipment combined with e-learning platforms in order to allow the participation at distance of government officials and decision-makers from other African countries.

Thanks to this new approach, the first live broadcast Learning Route was organized by PROCASUR with the support of FAO. It took place in Kenya between the 7th and the 12th of December 2020, including a virtual preparatory activity on the 2nd of December and a closing virtual activity on the 18th of December 2020. During this occasion, a group of twenty-two (22) participants took part in this Learning Initiative: 7 Kenyan government officials who traveled across the different host experiences in Kenya and 15 virtual participants from 7 countries [Burkina Faso, Cameroon, Egypt, Ghana, Lesotho, Rwanda, Uganda] who benefited from this virtual journey.

The whole objective of this first Live Broadcast Learning Route was to increase the exposure and capacities of government officials, decision-makers and key stakeholders from African countries in engaging in and supporting innovative approaches and methodologies for designing, implementing and monitoring HGSF Programmes.

The Learning Route started in Nairobi with the analysis of the HGSF model developed in Kenya. Kenyan participants then traveled to Busia and Siaya Counties to visit innovative experiences developed in the field by local partners, and mainly: the Biodiversity for Food and Nutrition Project (BFN)

implemented by Bioversity International, KALRO, FAO and other partners and the Nyamnia Primary school, an example of sustainable community-led school meals initiative. During the whole journey, the activities were broadcast live from the field in order to allow the virtual participation and interaction with host cases from abroad. On this occasion, interactive sessions were organized to promote knowledge sharing amongst the rural host communities and the virtual participants.

Participants were divided into country teams and requested to elaborate (at least) one innovation plan per participating country (including Kenya).

Under the Learning Route methodology, the Innovation Plans are tools to deepen the learnings, replicate and scale up innovations and good practices analyzed under the Learning Route in participants' respective contexts and countries.

In this regard, the participants were invited on the 18th of December (one week after the end of the Learning Route) to present during a virtual Innovation Plan Fair the main vision, objectives and activities of their Innovation Plans. During this occasion, ten (10) Innovation Plans were presented by participants' country teams, who then received feedback from the organizing technical team.

KEY OUTPUTS OF THIS FIRST LIVE BROADCAST LEARNING ROUTE ON HGSF

- A **case studies Compendium** to further circulate the information about the good practices and innovations on HGSF developed in Kenya and analyzed during the Learning Route;
- This **final report** summarizing the main lessons learned, achievements and recommendations for the way forward for dissemination throughout Procasur and FAO networks;
- A **virtual collaborative platform** to facilitate communication within country teams;
- **Video Animations:** Five animated videos were produced on HGSF Programmes that have been used as a tool for analysis and discussion during the Learning Route and may be used in further learning initiatives;
- **Live Graphic Recording:** one illustrator participated in some specific sessions that took place during the Route to capture key moments of the field visits to the different host cases and elaborate an illustration to summarize learnings from each case study;
- **10 Innovation Plans** elaborated by participants' country teams on adapting and adopting innovations and good practices analyzed during the Learning Route and to be implemented in eight (8) African countries as a tool for scaling up innovations.

This section contains
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1. Introduction

HGSF programmes have emerged as an opportunity to improve the livelihoods of smallholder farmers and local communities, and strengthen the nexus between nutrition, agriculture and social protection through food production and economic benefits for local communities. HGSF is not strictly limited to the purchase of local products for schools from smallholders, but also includes complementary interventions for farmers and their communities. Many examples of good practices in HGSF have been documented, however innovative tools and good practices, long-term outcomes and opportunities for scale-up need to be further analyzed and put into practice.

FAO is committed to raising levels of nutrition, reducing rural poverty and enabling inclusive food systems through strengthening national agricultural food systems. It recognizes the school setting as an opportune platform for a holistic approach that can support complementary actions and positive outcomes in these areas.

It is within this context that the FAO Regional Office for Africa (FAO RAF) has partnered with Procasur Corporation to organize a Learning Route (LR) focusing on *successful practices, tools and approaches of HGSF*. This Learning route was promoted with the main aim to share experiences addressing how national HGSF programmes can optimize inclusive food chain systems, while improving nutrition and boosting education and child and household

A **Learning Route** is a continuous process of training in the field organized thematically around successful host experiences in which local actors themselves become trainers. The Learning Route allows for an experiential encounter between “learning travelers” and “knowledge hosts”, both having mutually useful experiences and knowledge to exchange. In this encounter, participants learn distinctive lessons that bring them face-to-face with their previous knowledge and experience.

The final aim is to develop the ability of participants to identify potentially useful innovations that can be adapted and then applied in the framework of their respective organizations.



welfare. The specific thematic areas analyzed throughout the Learning Route were:

- **Inclusive procurement policies, models, protocols and modalities** that enable participation of smallholder farmers in school meals programmes;
- Reconstructing the **whole chain of actors in school meals value chains** and analysing how to establish effective linkages between small rural producers and school meals programmes;
- **Optimizing and assessing impacts** of HGSF on smallholder farmers and rural communities.

The Learning Route was implemented from the 7th to the 12th of December in Kenya and was centered around visits to three local experiences, also defined as Learning Route host cases, and mainly:

- i) the HGSF model developed by the Government of Kenya;
- ii) the Biodiversity for Food and Nutrition Project in Busia County;
- iii) the Nyamninia Primary School in Siaya County.

The Learning Route agenda also included an ex-ante and an ex-post virtual activity aimed at introducing and then finalizing the Innovation Plans exercise as a tool to scale up innovations from the Kenyan experiences in participants' respective countries and contexts.

This final report aims to present the main activities, the analysis of good practices and lessons learned, general recommendations, communication resources and the Learning Route's final conclusions.



2. Learning Route host cases

CASE STUDY 1 The Home-Grown School Feeding (HGSF) Programme

SHORT DESCRIPTION

Implemented by the Government of Kenya in collaboration with World Food programme (WFP) since 1980, it currently reaches 1.6 million children in 24 counties. Currently the Programme is fully government-led after WFP handover in June 2018. Kenya's national home-grown school meals programme contributes to improving child health and nutrition by linking schools and local agricultural production.

Funds are transferred from the National Treasury to the Ministry of Education and then to school accounts. Each school meals programme committee – composed of 4 teachers and 4 parents – announces a call for tenders and buys food from local suppliers (traders or farmers) with a school meals' bank account. This model is used in both rural and urban areas, linking smallholder farmers and traders to schools in both contexts.

AREAS OF LEARNING

- Specific **legislations and policies** laid down by the Government of Kenya to enable the participation of small farmers in the HGSF Programme and how the Kenyan school meal standards are applied from the school meals strategy;
- The **operating procurement model, the inclusive schemes and mechanisms** adopted at national level to promote the access of smallholders' farmers into public food procurement markets;
- Analysis of the **whole value chain of school meals actors** involved at the local level (including educational personnel and school, students, traders, small producers, cooperatives, farmers organizations, transporters, transformers etc.);
- **Multisectoral stakeholder group** which meets routinely (MoE, MoA, MoH) as a model for multi-stakeholder engagement.

CASE STUDY 2

The Biodiversity for Food and Nutrition (BFN) Project

SHORT DESCRIPTION

Between 2015 and 2017, Bioversity International, FAO and the Kenya Agriculture and Livestock Research Organization (KALRO) partnered to undertake a pilot initiative in Busia County to test how schools and community health units can offer predictable and stable markets for smallholder farmers practicing sustainable agriculture and to increase demand for local food biodiversity. This case study represents an innovative example to strengthen inclusive food meals value chains with provision of fresh food directly involving small farmers and benefits at community level.

AREAS OF LEARNING

- Introduction and purchase of organic African Leafy Vegetables (ALVs) to promote the conservation of **local food biodiversity and healthier school meals**;
- **Impacts** generated around income of small farmers and farming systems; changes produced at community level;
- **Policy dialogue** for effective legislations on healthy food for children schools meals: the approval of the **Biodiversity Policy in Busia County**.

CASE STUDY 3

Nyamninia Primary school

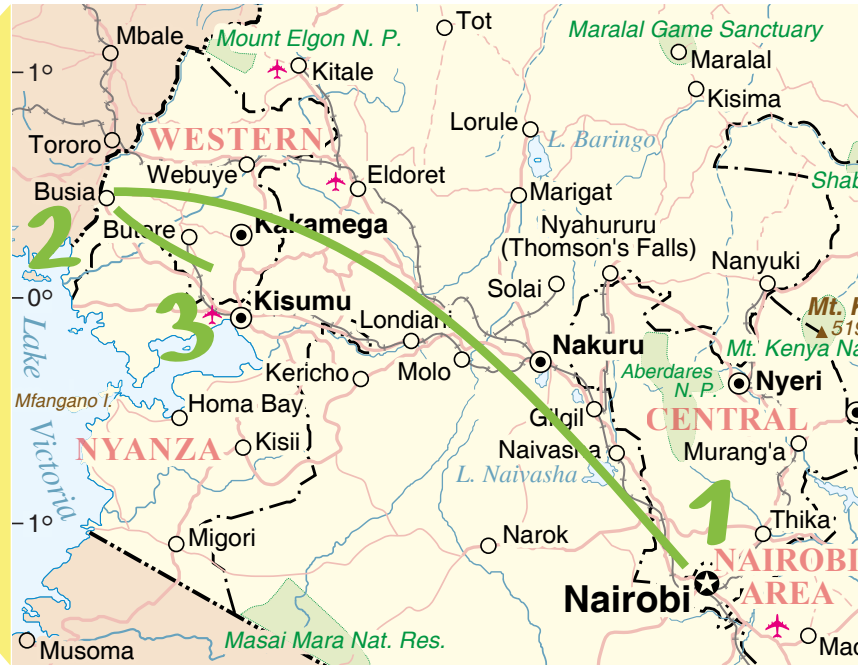
SHORT DESCRIPTION

The third case study analyzed the experience of the Nyamninia Primary school which was selected as a host case because it has developed a sustainable community-led model of school meals thanks to the partnership established with several actors at field level.

AREAS OF LEARNING

- **Sustainability aspects of community-led model** of school meals;
- Analysis of the specific **role of each actor** in the school meals value chain, main challenges faced, local innovative solutions adopted to strengthen the involvement of the small producers in the value chain.

MAP OF THE ITINERARY



Source: www.un.org/geospatial/content/kenya

1 NAIROBI

National Home-Grown School Meals (HGSM) Programme

2 BUSIA

The Biodiversity for Food and Nutrition (BFN) Project

3 NYAMNINIA

Nyamninia Primary School

3. Innovations in the Learning Route methodology

PROCASUR has been working over the last 25 years at the global level (Latin America, Africa and Asia) to promote a better and more effective South-South dialogue and scaling up of local solutions in the frame of rural development. The Learning Route methodology is one of the capacity building tools developed by Procasur to facilitate the scaling up of innovations in the rural development sector according to a South–South cooperation framework.

However, the COVID-19 crisis that erupted so suddenly at the beginning of 2020 has led PROCASUR to rethink the methodological modalities of the Learning Route approach. In this regard, the Learn-

ing Route organized in Kenya on HGSF has been an important opportunity to re-modulate the Learning Route methodology under a new format which still maintains the learning-by-doing and peer to peer knowledge sharing approach.

i) Field visits and interactive virtual learning sessions with host rural communities:

To allow the participation of international participants in a context of restricted international travel measures, the host experience presentations by local actors in the field were broadcast live during the Learning Route, using satellite equipment to get the best connections available from rural areas.



Thanks to this technical equipment and connectivity arrangements from the field, an interactive dialogue between the local host communities, the Kenyan participants and the virtual participants was made possible. The interactive dialogue supported by the satellite equipment was a key aspect to promote learning and understanding during the visited experiences.

ii) Live Graphic Recording:

In addition, a graphic recorder participated to the live sessions to capture the main aspects of the discussions and visualize them in analytical drawings. The drawings were presented to the participants after each host experience, and published on the collaborative platform set up by PROCASUR. The participants will have the

possibility to use those drawings as an easy tool to share lessons amongst their own organizations, institutions and key stakeholders.

iii) Thematic panels:

These are sessions organized with experts and key stakeholders to provide participants with context information and technical inputs. One technical panel took place at the beginning of the Learning Route in order to contextualize its main thematic areas and provide a regional framework on HGSF initiatives in Africa.

iv) Live Broadcast Case Analysis Workshops:

The case analysis workshop is a key activity of the Learning Route methodology because it represents an opportunity for all the participants



The Collaborative Platform dedicated to the Learning Route

to deepen their understanding and lessons learned after the visit to each host experience and capture main lessons from the field that can be scaled up in their respective contexts. In this regard, the case analysis workshops were broadcast live during the Learning Route so that collaborative discussion between the Kenyan and virtual participants was possible. The results of each Case analysis workshop were summarized on a collaborative document uploaded on the workplace platform specifically dedicated to this Learning Route, so that each participant had the possibility to add any eventual reflections during the Learning Route.

Results of case analysis workshops were presented to host cases in order to provide them constructive inputs and suggestions for improvement.

v) Elaboration of Innovation Plans and Innovation Plan Fair:

Finally, during the Learning Route, participants [by country–teams] were assisted to elaborate their **Innovation Plans** (IP) aimed at scaling up innovative solutions in their respective institutions. The Innovation Plans are meant to facilitate practical application and use of tools and knowledge gained during the Learning Route in participants' respective organizations and contexts. The design of Innovation Plans started with the Experience Fair activity which took place on the 2nd of December and then concluded on the 18th of December 2020 with the Innovation Plan Fair aimed

at presenting main highlights of each Innovation Plan. Usually, this activity is organized on the last day of the Learning Route, giving little time to the participants to digest the new learnings and elaborate a consolidated IP. For this reason, the virtual Innovation Plan Fair organized one week after the Learning Route achieved great results in terms of the re-elaboration of learning acquired during the Learning Route by country teams and the results presented during this virtual session showed a great commitment of participants to the follow-up phase.

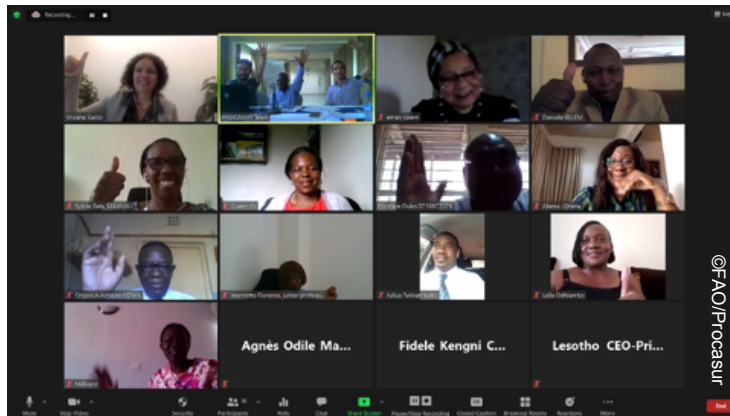


4. The Learning Route implementation

The Learning Route took place from the 7th to the 12th of December in Kenya, with an ex-ante virtual activity on the 2nd of December and an ex-post virtual activity on the 18th of December.



DAY 0 - INTRODUCTION AND EXPERIENCE FAIR ACTIVITY



On the 2nd of December participants were invited to attend a preliminary virtual learning initiative aimed at introducing the organizing team and participants, testing the virtual Learning Route modality and undertaking the first activity of the Learning Route, denominated Experience Fair, which is the preliminary step to elaborate an innovation plan.

During the Experience Fair, participants, divided into country teams, have presented their respective current country situation as related to the implementation of Home-Grown School Feeding initiative. In total 7 participating countries presented their experience on HGSF, namely: Burkina Faso, Cameroon, Egypt, Ghana, Lesotho, Rwanda and Uganda.

DAY 1 - OPENING OF THE LEARNING ROUTE, THEMATIC PANEL OF EXPERTS AND THE HGSF MODEL DEVELOPED IN KENYA



The opening of the Learning Route took place in Nairobi on the 7th of December 2020 and gathered key government officials, partners, thematic experts and stakeholders involved in the implementation of Home-Grown School Meals programme (HGSF) in Kenya.

After an initial opening session, in which High Government and FAO representatives welcomed the participants, a Panel of Experts took place. The purpose of this panel was to provide the FAO framework on HGSF, a regional overview of HGSF in Africa and a context introduction on the Home-Grown School Feeding model applied to the context of Kenya. Four key presentations covered the following aspects:

- Ms. Diana Carter, Nutrition and Food System Officer, FAO HQ Task Force on school meals: “FAO Framework on HGSF”;
- Mr. Sanou Dia, Nutrition Officer, FAO Sub Regional Office for Eastern Africa: “Regional Overview of HGSF programmes in Africa”;
- Ms. Mari Hassinen, Head of Country Capacity Strengthening Unit, WFP Kenya: “Kenya perspective on HGSF”;
- Ms Esther Nyamwati, PROCASUR technical expert: “Introducing the Learning objectives and host cases of the Learning Route”.

The afternoon was the opportunity for the Kenyan Government to present the HGSF model developed in Kenya by representatives of the different Ministries involved in its implementation and mainly:

- Ms Millicent Ochola, Ministry of Education: “Introduction to the HGSF experience in Kenya, policy framework and institutional mechanisms”;
- Mr. Boniface Ouko, Ministry of Education: “The HGSF model developed in Kenya: in kind and

direct cash transfer to schools, impacts and results”;

- Ms. Elisabeth Mutua, Ministry of Agriculture: “Challenges and benefits of involving small farmers in HGSF”;
- Ms. Leila Akinyi, Ministry of Health: “Nutritional requirements in HGSF”;
- Mr. Samuel Muraya, COG: “The role of the Council of Governors [COG] in the HGSF”.

DAY 2. TRAVEL TO BUSIA AND CASE ANALYSIS WORKSHOP OF THE HGSF MODEL DEVELOPED IN KENYA



On day 2 the Kenyan participants travelled to Busia to reach the second location of the Learning Route. In the afternoon, the Case study analysis of the Kenya HGSF experience took place, by analyzing innovations, challenges and extracting lessons

learned and recommendations on the HGSF model developed in Kenya. An Innovation Plan session was also undertaken, aimed at introducing the format of the zero draft version of the innovation plan to participants.

DAY 3. BIODIVERSITY FOR FOOD AND NUTRITION PROJECT PROJECT IN BUSIA: KNOWLEDGE SHARING WITH MUNDIKA SCHOOL AND SINGI COOPERATIVE



On day 3 of the Learning Route, participants interacted with key local actors of the BFN Project developed in Busia. The visit took place at the Mundika school library, with the presence of representatives from SINGI, the umbrella organizations of farmers producers in Busia, Namalenga farmers' group, the



Kenyan Agricultural and Livestock Organization (KALRO), Bioversity International, school personnel, students and parents. The whole initiative was presented through interactive sessions of knowledge sharing; a field visit to farmers' plots was also part of the activities of the day.

DAY 4: PANEL WITH POLICY MAKERS IN BUSIA



To enrich the learning from the field, a thematic Panel was held in Busia County on the 10th of December 2020. The panel gathered thematic experts, researchers, and an elected member of the County Assembly of Busia. At this occasion, the themes discussed were organized around 5 presentations on the Biodiversity policy design, approval and implementation process that took place in Busia:

1. Dr. Victor Wasike [KALRO] introduced the BFN project's policy component and its genesis and the importance of policy in incorporating ALVs in HGFSF;
2. Dr. Moses Osia Mwanje [County Minister for Agriculture and Animal Resources, Busia County] talked about the sensitization of County Assembly Committee of Agriculture, and how and why it was important to involve this Committee in approving the Biodiversity policy at the County Assembly.

3. Dr. Ruth Mukhongo [Chief Officer of Agriculture, Busia County] talked about the formation of committees and task forces as well as public participation conducted in mobilising the community on the draft policy;
4. Mr. Samson Khachina [the County Director of Agriculture, Busia County] talked about current mainstreaming of ALVs in agriculture projects and programmes in the County;
5. Dr. Mark Obonyo talked about how the policy catalysed adoption of ALVs in School meals and the way forward in schools.

Finally, the panel discussion concluded with a live broadcast interactive session, aimed at deepening the role of public policies in the implementation and sustainability of HGFSF. In the afternoon participants travelled to Kisumu.

DAY 5. VISIT TO NYAMNINIA SCHOOL



On Friday 11th of December, participants started their visit to Nyamninia Primary school, located in Siaya County, which is one example of community-led HGSF initiative. The day allowed for interaction with the main local actors of the case, such as:

students, teachers, local authorities, and farmers. Cultural performances, like dances and drama on school meals performed by the students were also part of the day activities.

DAY 6. TRAVEL BACK HOME

On Saturday 12th of December Kenyan participants travelled back home from Kisumu to Nairobi.

DAY 7. EX POST: VIRTUAL INNOVATION PLAN FAIR



The elaboration of the Innovation Plans (IPs) is a Learning Route activity aimed at reinforcing the current outcomes and impacts of participants' organizations through the adoption, adaptation and scale up of innovative approaches and lessons learned during the Learning Route, capitalizing on knowledge acquired and transforming this knowledge into practical actions. In the case of this Learning Route, all the participants focused their Innovation Plans on improving and/or reinforcing

HGSF Programmes in their respective countries and contexts with the main aim of promoting a better nutrition while generating socio-economic benefits for the small farmers and rural communities.

The participants presented their IPs during the virtual Innovation Plans Fair on the 18th of December 2020. A total of 10 Innovation Plans were presented and received technical feedback from a panel of experts (see Annex 3).

5. Learning Route participants

The identification of participants was undertaken through nominations of candidates encouraged by the FAO RAF and supported by FAO country offices in eight preselected participating countries. Following the nomination procedure, a total of twenty two (22) participants amongst government officials, key stakeholders and decision-makers attended the Learning Route: seven (07) Kenyan government officials travelled

across Busia and Siaya counties to visit the selected host cases in the field; in addition a group of fifteen (15) virtual participants from selected African countries (Burkina Faso, Cameroon, Egypt, Ghana, Lesotho, Rwanda and Uganda) experienced the Learning Route on a virtual modality through live broadcast connections with the host cases and direct interaction with key actors in the field.



6. Case analysis workshops

6.1. Kenya HGSF Model

Introduction

The Home-Grown School Feeding (HGSF) Programme spearheaded by the Ministry of Education in Kenya started in 2009 as a sustainability strategy. This innovative approach links school feeding programmes with local smallholder farmers to provide millions of schoolchildren in target areas with safe, diverse, nutritious, and locally available food. Home-Grown School Feeding (HGSF) Programmes effectively augment the impact of regular school feeding programmes with increased food production and diversification as well as economic benefits for local communities.

The school meals programme which has fully been handed over to the Government of Kenya in 2008 supports up to 1.6 students in 24 Counties. WFP was the main actor supporting the programme and remains an integral part of the model, supporting the Government in capacity building and system strengthening. The main food basket comprises of maize, beans, vegetable oil and salt quantified at a transfer value of Ksh. 10 to 12 per child per day.

It is anchored on strong constitutional legisla-



.....
tive framework. The National School Meals and Nutrition Strategy 2017-2022 prescribes five (5) main modalities of implementation, which are:¹ **Centralised** in which procurement is undertaken either at national or county levels and the food is distributed to schools for preparation;² **Decentralised** where funds are transferred from the national or county governments to local levels such as devolved government units, schools, community committees or other stakeholders together with the responsibility for purchasing, storing, preparing and serving the meals, and for accountability; **Outsourced catering services**³ where the supply and provision of meals

¹ The definitions used in this document are based on the Kenya National School Meals and Nutrition Strategy 2017-2022

² In this case, logistical arrangements may be shared between institutions and partners through different models, based on the capabilities and constraints of each entity. For instance, the in-kind provision of food to schools is of special relevance in areas where food supply chains are not sufficiently organized and decentralized procurement would be challenging to implement, such as in remote areas.

³ This model is also known as the third part one.

is outsourced by schools or government and catering services may be contracted by schools or governments for food supply and delivery; **Community-based modality** in which parents may contribute to school meal and nutrition activities with either food or money. In some cases, communities complement the government's funding and oversee the programme's implementation and **mixed ways** where different modalities may overlap to bring about synergy and optimize resources. Each modality is applicable to different environments and circumstances. This gives flexibility to application and adaptation.

Good practices

Several innovations and good practices were learned on this Learning Route from the HGSF model developed in Kenya, including: the policy and legal framework developed by the Government of Kenya and mainly the National Strategy in which different models are described facilitate different actors to contribute to the HGSF, therefore reaching more children.

Amongst the different modalities of implementation, decentralized cash transfer mechanisms from Government to schools facilitate small farmer involvement in the school meals value chain.

Another good practice learned from this experience was the multi-sectorial approach involving inter-ministerial committees working together and

regularly meeting to plan and review progress of the HGSF Programme.

They are also involved in monitoring and coordination which enhances efforts and ensures faster progress.

Active involvement of the Department of Agriculture in the HGSF also facilitates improved production techniques and strengthens farmer groups, enhancing production and therefore guaranteeing a supply of locally produced food basket commodities for the school meals. This enhances efforts to maintain food safety.

Another innovation analysed under this Learning Route is the involvement of parents in the programme, which creates ownership and sustainability. This is thanks to school committees whose composition must be gender sensitive underscoring the contribution by women in economic development.

Challenges

The innovations and achievements of the HGSF model in Kenya have not been without challenges. Occasional delays in the remittances of funds from Government to schools causes children to miss lunch on some days. This may be due to budget constraints or other management factors. Weak linkages between farmers and school management at times hinder efforts to build the supply chain and guarantee the school market so that well established traders can be more competitive compared to

farmers who, unless organised in groups, do not meet the procurement requirements.

Conflicting roles between National and County Governments and the shared responsibility in the same school setting becomes a challenge causing discrepancy between County Governments and National Government on provision of meals to schools.

Lessons Learned

Commitment by the National Government is key to strengthening the National School Meals and Nutrition Programme; school meals programmes should be considered as an investment and not as an expenditure. The different models laid out in the National strategy facilitate different actors to contribute to the HGSP, therefore reaching more children.

Multi-sectorial collaboration and a deliberate policy framework is key in the implementation of a sustainable HGSP Programme. This promotes synergies between the actors and also helps save resources by avoiding duplication.

Inadequate knowledge on the HGSP procurement process - e.g. tendering requirements - is amongst the main challenges which limit the participation of small farmers in the school meals market. Therefore specific trainings and capacity building activities targeting small farmers have been crucial to enhancing farmers' groups and increase chances for

favorable competition on the school meals market.

Schools as local institutions are strong entry points into the community. More schools are taking up the management of the HGSP Programme in a diversified way, and accountability of the programme is done by the School Management making the community feel part of the programme and therefore facilitating participatory and transparent decision-making processes.

Participants' recommendations

Several recommendations were made during the Learning Route for this case study. One was to have the Ministry of Agriculture enhance the establishment of school gardens,⁴ and for the establishment of school gardens be part of specific guidelines to ensure sustainability of the school meals programme for students.

At the same time, the Government needs to ensure that farmers are well organized in farmer groups to provide food for the school market. This will give them capacity to compete with the well-established traders, increase their incomes and also guarantee supply of local food commodities.

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⁴ FAO supports the use of school gardens as a learning opportunity to complement the nutrition curriculum, but does not endorse the use of school gardens to make a significant contribution to the school feeding basket unless adequate resources (not teachers or students) are allocated to their regular maintenance, in order to avoid interference with student learning.

6.2 Biodiversity For Food and Nutrition Project

Introduction

The Biodiversity for Food and Nutrition Project - promoted and implemented by Bioversity International, the Kenyan Agricultural and Livestock Organization (KALRO) and FAO amongst other actors, and funded by the Global Environment Facility (GEF) and the Australian Centre for International Agricultural Research (ACIAR) - was aimed at learning how the introduction of African Leafy Vegetables (ALVs) could improve the nutritional composition of school meals baskets and generate improved income opportunities for organized small farmers. The initiative has promoted the organization of smallholder farmers in cooperatives in order for them to be well organized and structured, and to ensure a consistent supply of the vegetables, creating a livelihood for households, and improving their economic status. Small farmers involved testify that the school meals programme is a door to economic development if well-structured with a multi-sectorial approach. The innovative approach developed in Busia led to a new market for small farmers and their organizations, and improved incomes and livelihoods of smallholder farmers. It showed that organizational aspects of beneficiaries in HGSP programmes are very important. Furthermore the experience showed how local governments play a great role in creating an enabling environment for economic development through the approval of

specific measures, such as the Biodiversity policy approved by the County Authorities in Busia. In this respect, long term processes need be considered in order to bring innovative processes at County level.



Good practices

Some good practices were observed in the Busia case. The introduction of nutritious ALVs in HGSP programme is a major breakthrough considering they were previously viewed as vegetables for the poor and sick. Many students hardly ate them in their homes, especial those from the urban background. Scientific research was part of this intervention, documenting the nutritional value of each of the vegetables and slowly introducing them first to teachers' lunches and then to students with stomach complications. Another good practice was the territorialisation of local institution's procurements making close contact between supply and demand.

Challenges

The project was not without some constraints. Uptake especially in the beginning was hard due to the attitude towards the ALVs considered to be meals for poor and sick people. This obstacle called for all actors to collaborate in conducting research and educating the community and even the school on the nutritious value of ALVs. Pres-

ervation of fresh food at school level could be a challenge but this was mitigated by staggered planting allowing daily supply with just enough vegetables for the day's needs.

Lack of specific measures supporting the procurement of the ALVs by schools was another major constraint but the County Government formulated a specific policy on this and therefore created a legal environment for the schools to engage with the farmer groups on the purchase of the same.

Lessons Learned

Multi-actor involvement, including research centres, farmers, local authorities, public schools, etc. is instrumental for the success and sustainability of a school meals project. Secondly, raising motivation and skill development within the households through their active participation in school-based nutrition education is critical to improving diet outcomes of HGSF at community and household levels.

Participants' recommendations

Main recommendations to this case study were that the scaling up of this project with all lessons learnt will help spur development in other parts of the County and the Country at large. Actors also need to manage the safety of fresh food from farmers by regularly monitoring the production outside the school garden. Schools should enhance learning opportunities for nutritious products on

their farms where possible and the government should support the implementation of effective and tailored nutrition education for the various actors involved.

6.3 Nyamninia school

Introduction

The National School Meals and Nutrition strategy 2017-2022 envisages that all children get a meal at school supported by government, implementing partners or the community. Nyamninia Primary school is a public primary school located in Nyamninia village in Nyamninia Sub-location, Yala Township Location whose students are among the over 11 million children who have not been included in the National HGSF Programme.

The Nyamninia Primary school is an example of community-led school meals initiative, in which partnerships amongst several actors have enhanced the capacity of the school and community to provide school meals for 16 years and counting. The food served at the school is mainly contributed by the parents in agreed amounts delivered by each parent within the first two weeks of school opening. It's based on the production on their farms which increased from applying best practices learnt from different partners thanks to the Millenium Villages project.

The partnership between the community and the Millenium Villages Project (MVP) led to the application of agricultural good pactices and increased harvest. In addition, ICRAF partnering with MVP supported the improvement of soils; whilst the Ministries of Health and Agriculture facilitated the production and use of these best practices over time. All those factors have attracted the Rural Outreach Africa Programme that established the 4K clubs⁵ in the school, leveraging on already build capacities at local level that have contributed to the sustainability of the School Feeding Programme in Nyaminia school.

Good practices

The Learning Route analyzed the good practices developed by this initiative, such as the participation of students through the 4K clubs. Members of 4K clubs participate in tending the crops and cows reared in the school. These are used to supplement the commodities contributed in kind by the parents

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⁵ 4K clubs in Kenya takes replicates the 4H [a USA concept] works to develop in young people good citizenship, leadership, responsibility and life skills through experiential learning and positive youth development approach. The 4Hs (Head, Heart, Hands, Health) are complementary to Kenya's 4K (Kuungana Kufanya Kusaidia Kenya) which translates as follow: to unite, to work with one's hands, to help develop Kenya. 4K's guiding principle is to empower the youth with agricultural and life skills to contribute to better nutrition, health and higher standards of living, working through agriculture clubs in schools. 4K was formed in 1969 in Kenya after local leaders visited the United States and saw the 4H Program in action. They adopted 4H concepts and principles, and customized them to 4K for ownership and identity. The 4K club motto is Kujifunza kwa Kufanya which translates to "to learn by doing". Source: Revisiting garden-based learning in basic education. Source: www.fao.org/sd/erp/revisiting.pdf

for the school meals. The 4K club members – who do this during out-of-class hours - practice skills learnt at school in their homes. This was evidenced by the alumni farms visited. Three evidenced that the best practices learnt in school are the source of their livelihood many years after they left school. Participation by the parents, who contribute a stipulated amount of grains to the school and some cash to pay the cooks, proves how it is possible to implement a community-led model without government financial support.

The involvement of parents in school committees, as well as in collection of grains, storage, and cross checking contributions, quality, and following up on defaulters promotes ownership of projects by local actors, which is key for sustainability. Parent representatives have an obligation of following up with their peers to ensure food contributions are delivered in school in the right quantities and qualities and within the timelines agreed upon within the first two weeks of term.

The peer to peer mobilization at school for both parents and students enhances the social dimension and cohesion. Parents' contribution to school in kind throughout the year helps build the planned programming.

Challenges

There are some constraints observed in this experience, such as: safety of fresh food due to lack of

proper storage, a balance between class time and participation on gardening activities for students, dependency on rain-fed agriculture which can be unreliable and can require other technologies for irrigation. This calls for a balance between the core business of the school of offering education and food production that is an enhancer of the education outcomes. As previously highlighted, when used for production, school gardens must use outside labor in order not to interfere with student learning and not become a type of child labour.

Food for school meals is contributed in-kind by parents who are also the local farmers. During bumper harvest the in-kind contribution is steady. However during low seasons the parents are unable to meet the supply and so the school buys from the local traders from whom parents too are encouraged to buy and bring to school.

Lessons learned

Many valuable lessons were learnt from the Nyamninia cases that are pertinent to up scaling school meals, especially in rural contexts. Most of all, partnerships are important for school feeding to work well, and cooperation between parents and school is crucial for sustainability. With commitment from several actors, the community model can be sustainable over many years. The involvement of 4K clubs and parents participation allows for sustainability of the HGSF initiative facilitating mobilization at school, which is helpful to leverage on existing capacities

and resources and improve social cohesion at community level. Use of traditional materials for the cooking stoves also lowers the programme's costs, making it cost effective and efficient.

Participants' recommendations

The need to expand the food basket with more nutritious food became apparent calling for dissemination of the guidelines on nutritional requirement per each meal, as detailed in the National School Meals and Nutrition strategy 2017-2022.

There is need to quantify contributions by the 4K clubs and maintain proper records in order to facilitate commercialization of their products and boost economic development at community level.

Collaboration between communities and the partners when well managed with deliberate support and community engagement is an important booster for the economic development and establishment of a good and sustainable school meals programme.

The need for local authorities to support engagement in small groups is a practical approach to establishing and sustaining a community-driven school meals programme. Nutrition education and sensitization on benefits and multi-sectorial approach is essential for the sustainability of HGSF. It is important to involve students in school meals to help them replicate the same effort at home but also as part of the curriculum.



7. Learning Route communicational aspects

As a method of adaptation to the pandemic context, Procasur and FAO had to innovate and find new ways to carry out a Learning Route under the new global scenario. By combining the face-to-face and virtual modality, the Learning Route in this new format achieved a fluid exchange of knowledge between the participants from the different countries that took part in the Route.

In this context communicational aspects were crucial and several tools were applied to facilitate fluid communication and interaction between participants and hosts as well as connectivity in rural areas:

Tools:

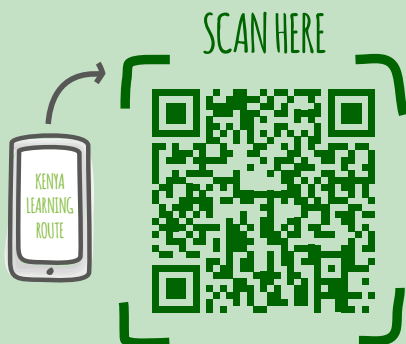
- An online notice board was created to showcase documents, photos, knowledge products, presentations and social media posts produced under the Learning Route;
- An instant messaging group on mobile devices was created involving all participants and organizing team in order to facilitate direct dialogue, share quick information such as reminders, links to sessions and photos, among others. It will also be used in the forthcoming months to facilitate communication within the community of practice;
- Live Learning Route sessions were broadcast through a virtual platform, which allowed participation and interaction amongst virtual and national participants, key stakeholders and host cases;
- Since the activities were carried out in the country's rural areas, the team used mobile connectivity devices such as mobile wi-fi modem combined with satellite equipment in case the network was not easily accessible;
- A collaborative platform was created to facilitate the communication process within work teams. A specific account was created for this Learning Route initiative and participants were invited to join. In this platform, participants, team and partners can publish news of interest linked to the theme of the Route; upload documents, photographs, presentations, videos. Each participant and/or partner can create his/her profile and share information he/she wants to share with the other members of the virtual community;

Knowledge products:

This section contains multimedial contents. Scan QR code or visit:

padlet.com/Procasur/KenyaLR-CommunicationResources

and discover them!



Compendium of case studies

A Compendium of the three case studies detailing the main trajectory and context of each experience, learning objectives, challenges, good practices, lessons learned and outcomes has been produced for further dissemination.

Final report

This final report of the Learning Route containing main lessons and recommendations extracted by this experience is part of the knowledge products

produced for further dissemination amongst participants, partners and key stakeholders.

Live Graphic Recording

One illustrator participated in the field visit sessions that took place during the Route capturing key contents and transforming them into drawings that illustrate in a clear and simple way the main contents per each case study:

- *HGSF Kenya model;*
- *Public Procurement Involving Small Farmers;*
- *Presentation of the Busia HGSF experience with ALV;*
- *Welcoming and presentation of Nyamninia.*

Press Release

The press was invited to virtually attend the opening of the Learning Route on the 7th of December with a press release shared amongst most relevant newspapers and magazines. Through this, the Learning Route Initiative was disseminated through the FAO media such as their [website](#) and [social media](#).

Video Animations

Five animated videos were produced clearly illustrating main characteristics of the HGSF Programmes; they have a duration of no more than 3 minutes and have to be analyzed as learning capsules to generate analytical discussion around thematic areas of learning considered in this Learning Route:

- Video 1: HGSF Programmes (What are they)
- Video 2: HGSF Programmes (Some cases)
- Video 3: School feeding can help address other issues (social protection, gender and food sovereignty)
- Video 4: How do HGSF Programmes promote local economies?
- Video 5: Seven recommendations for School Feeding Programmes in the African Union

Social media campaign

The key moments of this Learning Route were disseminated through posts on the Procasur social media. The posts presented the main activities carried out on a daily basis and mentioned the case studies visited. All publications were accompanied by photos and mentioned the main actors involved in each activity.



8. Main lessons from the Learning Route

A number of key lessons learnt from the Learning Route are detailed herein below:

- 1. Policy:** This part formed a key basis of learning for all participants of the Learning Route. It was highlighted that in order to successfully execute the Home-Grown School Feeding programme, there is the need to have a policy in place as this would provide safety guidelines for school administrators, ministry officials and also parameters within which to engage local communities and small farmers. From a Kenyan perspective, it was observed that schools could not successfully implement any school feeding programme without clear government policy and specific guidelines.
- 2. Data for monitoring and evaluation:** Whereas there is strong need to have specific policy approved on HSGF, the formulation and implementation of the policy is incomplete without data for monitoring and evaluation. Policy is formulated based on a problem or challenge to be solved and this can only be monitored based on data. It is thus important that policy-makers clearly define the problem or challenge that they want to solve and that sufficient data related to the problem is collected. At Busia County level, it was observed that the BFN project hinged on
- having data collected about nutrition levels in schools and community before embarking on developing a policy.
- 3. Multi sectoral engagement:** In order to roll out successful HGSF programmes, Learning Route participants observed that a multisectoral engagement was key in policy formulation, design and implementation. From the Kenyan perspective, the key actors of the host cases highlighted the need for a multisectoral engagement and their relevance in the HGSF; local actors, including county officials, community members, school administrators and cross cutting ministries, agencies and departments greatly contributed in the formulation, implementation and monitoring. In the case of SINGI cooperative in Busia, community members like farmers, parents, the County Governor and technocrats in the Ministry of Health and the Ministry of Agriculture were consulted, thus making it easy to adopt HGSF and addition of ALVs on the school menu. This also involved setting up school meals committees that could oversee the process.
- 4. Champions:** In order to achieve the required goals and objectives, champions with the determination to accomplish results are key. The champion should be someone with a vision who is able

to promote engagement and commitments of others actors towards common objectives. In Busia for example, the County Minister of Agriculture together with other key actors in the field were champions in the implementation of the whole initiative, obtaining successful results in the different aspects.

5. Partnerships: the various cases visited in the Learning Route pointed out the need to have partnerships. From Mundika school in Busia and

Nyamnia primary school, it was observed that the HGSF was possible as a result of school authorities and other players creating partnerships at various levels. For instance, partnerships could be established amongst government, parents, community based organizations, farmers etc.

6. Ownership and Community involvement: HGSF involves schools working with parents, farmers and school community. As such, these programmes cannot be implemented if there



is no involvement or sense of ownership by the community. The school administrators need parents to agree to the programmes and also have their involvement in various levels. At Nyamninia, it was observed as parents contribute in kind by supplying cereals and vegetables; parents are also involved in cross checking contributions and quality. Such steps are key in sustaining the programmes.

7. Farmer field schools, curriculum and clubs: Involving farmers and linking them to markets like schools is critical in the HGFS; however in order to involve farmers, sensitization, training and knowledge sharing on good practices in maintaining supply, quality, pricing and procurement is key. Thus, HGFS should involve farmer training to help them meet the needs and requirements. In the same vein, it was also noted that schools need to have a curriculum that addresses practical farming and this could be complemented with agricultural clubs and effective nutrition education for the various targets, particularly on using school meals as models for household consumption. Some schools have gardens and these gardens should be tended to during the school's agricultural practical lessons.

8. Addressing Nutrition: whereas there is advocacy for HGFS, it is also important to assess the nutritional values of meals. This requires the collection of data about the school menu's nutritional values,

and that any nutritional challenges be addressed. The school feeding programme should not just be implemented without any data or study on nutritional aspects of school meals.

9. Facilitated procurement schemes need to be put in place in order to facilitate small farmers involvement in the school meals value chain; in the Kenya HGFS model decentralized cash transfer modalities from Central or Local Governments authorities to schools have demonstrated to be effective mechanisms to facilitate linkages between small farmers and school meals value chains.

10. Tendering requirements on the part of the small farmers is one major challenge which renders many of them unable to participate in the school meals market. Therefore specific trainings and capacity building activities targeting small farmers are crucial to enhance farmers' groups involvement and increase chances for favorable competition on the school meal market.

11. Schools as local institutions are strong entry points into rural communities. More schools are taking up the management of the HGFS by adopting approaches suited to their context while accountability of the programme is done by the school management, making the community feel part of the programme through participatory and transparent decision making processes.

9. Conclusions and next steps

The first Live Broadcast Learning Route has been a great opportunity for PROCASUR in partnership with FAO to innovate and unlock the potential of South-South dialogue even under severely restricted international travel. It has been also an opportunity for rural communities to be exposed to new technologies and their potential role as a driver for scaling up the dialogue and peer to peer learning on successful mechanisms and modalities of implementation of HGSF programmes at National, County and local level.

Based on the lessons learnt from this collective learning-by-doing process, this Learning Route experience remains a pilot initiative for further dissemination amongst key stakeholders with the potential to be replicated in its live broadcast modality allowing for participation of additional government officials and key stakeholders from other African countries, until similar travel restrictions remain in place under the global pandemic context and even beyond.

For future replications of similar initiatives, more interactive sessions with virtual participants could be organized as well as knowledge sharing with successful HGSF experiences developed in other countries [i.e. Brazil] could be also added to the agenda of the Learning Route in order to broad-

en the regional perspective of analysis in a more global and interrelated South-South cooperation framework.

On the Innovation Plans follow-up, there is a need for more support to country teams in the implementation of their Innovation Plans. Country teams can count on FAO country offices and their respective governments to implement the Innovation Plans which have been prepared under this Learning Route. Unfortunately, in the frame of this initiative, due to the limited time available, it was not possible to undertake a proper follow up on the implementation of the the innovation plans submitted by participants' country teams. However a further initiative focused on the implementation of Innovation Plans should be promoted in order to ensure that results of the Learning Route are scaled up in participating African countries as well as in Kenya.



10. Annexes

Annex 1. Agenda

Wednesday 2nd of December 2020 - Only Virtual

Preliminary virtual activity of the Learning Route: Experience Fair	10.45 – 11.00	Testing of connection and equipment with participants
	11:00 – 11.20	Introduction, presentation of participants and team
	11.20 – 11.30	Presentation of the Learning Route project on HGSF
	11.30 – 11.45	Introducing the virtual modality, tools and platform
	11.45 – 12.30	Experience Fair part 1
	14.30 – 15.15	Experience Fair part 2
	15.15 – 15.30	Open discussion
	15.30 – 15.45	Innovation Plan introduction
15.45 – 16.00	Wrap up of the day	



Monday 7th of December - Tribe Hotel Nairobi

	10.15 – 10.45	Welcoming coffee
	10.45 – 11.00	Testing of connection and equipment with participants
Official Opening	11:00 – 11:30	Welcoming speech: <ul style="list-style-type: none"> - Dr. Richard Belio Kipsang, Principal Secretary, Ministry of Education - Mrs. Carla Mucavi, FAO Representative in Kenya - Mr. Karim Derrahi and Ms Viviana Sacco, PROCASUR
Introductory panel on HGSF	11.30 – 12.15	<ul style="list-style-type: none"> - Ms. Diana Carter, FAO HQ Task Force: FAO Framework on HGSF - Mr. Sanou Dia, FAO Sub Regional Office for Eastern Africa: Regional Overview of HGSF programmes in Africa - Ms. Mari Hassinen, WFP Kenya: Kenya perspective on HGSF - Ms Esther Nyamwati, PROCASUR technical expert: Introducing the Learning objectives and host cases of the Learning Route
	12.15 – 12.30	Questions and Answers session
	12.30 – 14.00	Lunch
Case Study 1: the HGSF model in Kenya	14:00 – 15.00	<ul style="list-style-type: none"> - Mr. Harrison Muriuki, Ministry of Education, Introduction to the HGSF experience in Kenya, policy framework and institutional mechanisms - Mr. Boniface Ouko, Ministry of Education, the HGSF model developed in Kenya: in kind and direct cash transfer to schools, impacts and results - Ms. Elisabeth Mutua, Ministry of Agriculture: challenges and benefits of involving small farmers in HGSF - Ms. Leila Akinyi, Ministry of Health: Nutritional requirements in HGSF - Mr. Samuel Muraya, COG: the role of COG in the HGSF
	15.00 – 15.30	Questions and Answers session
	15.30 – 16.00	Coffee break
	Case Study 1: Public procurement involving small farmers	16.00 – 16.30
	16.30 – 16.45	Questions & Answers session
	16.45 – 17.00	Wrap up of the day and instructions for the next day

Tuesday 8th of December - Chef West Hotel Limited Busia

Travel	08.00 – 12.30	Kenya team travel to Busia
Case analysis workshop & Innovation Plans	14.00 – 15.00	Case Analysis Workshop on the Kenya HGSF model
	15.00 – 16.00	Interactive session with government officials on the Kenya HGSF
	16.00 – 16.30	Coffee break
	16.30 – 17.20	Innovation Plan Workshop
	17.20 – 17.30	Wrap up and instructions for the next day

Wednesday 9th of December - Mundika Primary School and Farmers' field

Case Study 2: the BFS project in Busia	11.00 – 11.50	Presentation of the Busia HSGF experience with ALVs: SINGI, KALRO, Mundika school and the BFN project
	12.00 – 12.30	Knowledge sharing between hosts and participants
	12.30 – 14.00	Lunch
	14.00 – 14.40	Namalenga Farmers group and Mundika school: production of ALVs and procurement mechanisms
	14.40 – 15.15	Questions and Answers session
	15.15 – 15.50	Coffee break and transfer to farmers' field
	15.50 – 16.40	Field visit to farmers' field
	17.00 – 17.50	Knowledge sharing with farmers
	17.50 – 18.00	Wrap up and instructions for the next day

Thursday 10th of December - Chef West Hotel Limited Busia

Case Study 2: the BFS project in Busia	11.00 – 12.00	Panel discussion on the Biodiversity policy in Busia with County representatives
	12.00 – 12.30	Interactive session
	12.30 – 14.00	Lunch
Case analysis workshop	14.00 – 15.30	Busia case analysis workshop
Travel	15.30 – 17.30	Kenya team travel to Kisumu

Friday 11th of December 2020 - Nyamninia Primary School

Case Study 3: Nyamninia Primary School	11.00 – 12.40	Welcoming and presentation of the Nyamninia case: <ul style="list-style-type: none">- Students drama- Building partnerships in HGSF (Stephen Ouloch)- Sustainability of HGSF (Head teacher)- School gardens (alumni)
	12.40 – 14.00	Lunch
	14.00 – 14.15	Transfer to farmers' field
	14.15 – 15.00	Visit to alumni farms
	15.00 – 15.30	Transfer to Nyamninia school and coffee break
	15.30 – 16.30	Knowledge sharing between hosts and participants
	16.30 – 17.30	Nyamninia case analysis workshop and ideas for the elaboration of Innovation Plans
	17.30 – 17.45	Wrap up and closing of the case
	17.45 – 19.00	Travel Back to the hotel in Kisumu

Saturday 12th of December

Travel	09.00 – 12.30	Kenyan team travel back home
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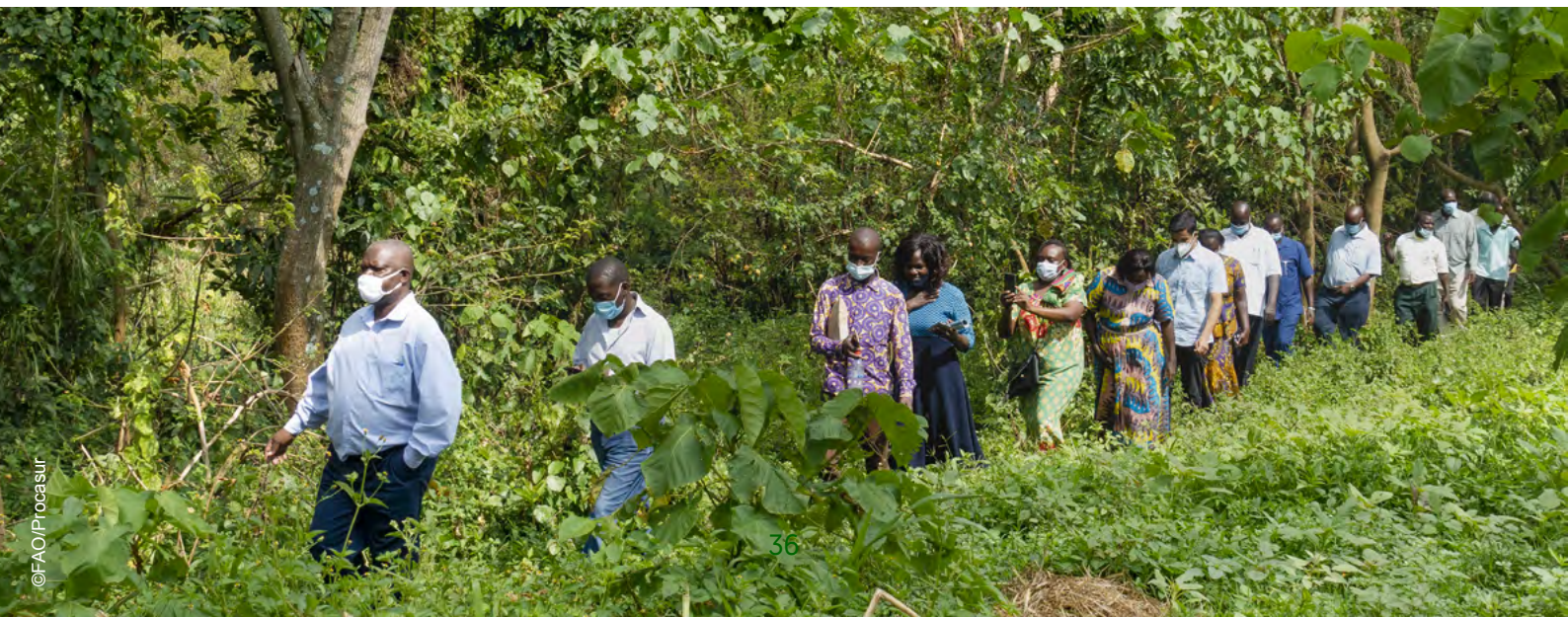
Friday 18th of December - Only virtual

Innovation Plan Fair	14.00 – 15.30	Innovation plans presentations by country teams
	15.30 – 15.45	Coffee break
	15.45 – 16.15	Evaluation and closing of the Learning Route

Annex 2. List of participants

KENYAN PARTICIPANTS

N.	Surname	Name	Institution	Role
1	Njue	Moses	Ministry of Education	Deputy Director
2	Ochola	Millicent	Ministry of Education	Provincial Director of Education
3	Ouko	Boniface	Ministry of Education	Assistant Director of Education
4	Mutua	Elizabeth	Ministry of Agriculture, livestock and Fisheries Kenya	Agricultural Officer
5	Leila	Akinyi	Ministry of Health	Deputy Head, Division of Nutrition and Dietetics
6	Smollo	David	Department of Agriculture, Livestock and Fisheries, County Government of Siaya	County Crops Development Officer
7	Makau	Jonathan	Department of Agriculture, Livestock And Fisheries, County Government of Kakamega	County Crops and Agrinutrition Officer



VIRTUAL PARTICIPANTS

N.	Surname	Name	Country	Institution	Role
1	Belem	Daouda	Burkina Faso	Ministry of Education	School Meals Officer
2	Bamouni	Innocent	Burkina Faso	Ministry of Education	Direction in charge of the Allocation of Specific Resources to Educational Structures
3	Kamga Epse Fotso	Agnes Odile Mafo	Cameroon	Ministry of Education	Service Inspector
4	Kengni	Fidele	Cameroon	FAO	National Consultant
5	Magni Eben	Janette Florence	Cameroon	FAO	Junior Professional
6	Allam Said Mahmoud	Samah	Egypt	Food Technology Research Institute, FTRI	Deputy Director
7	Salem	Eman	Egypt	Food Technology Research Institute, FTRI	Director
8	Offei	Seth	Ghana	Ministry of Agriculture	Agric Expert
9	Osaе	Abena	Ghana	Ministry of Food and Agriculture	Assistant Programmes Officer
10	Masia	Johane	Lesotho	Ministry of Food and Agriculture	Deputy Principal Secretary
11	Makamohelo	Semuli	Lesotho	Ministry of Agriculture and Food Security	Home Economics Manager
12	Thuto Ntsekhe	Mokhele	Lesotho	Ministry of Education and Training	Chief Education Officer – Basic Education
13	Fukuzana	Zolile	Lesotho	Ministry of Education and Training	Senior District School Extension Officer
14	Ntloana	Jubilee	Lesotho	Ministry of Education and Training	Senior District School Extension Officer
15	Salama Gata	Sylvia	Rwanda	Ministry Of Agriculture And Animal Resources	Home-Grown School Feeding Programme Manager
16	Abelle	Joseph	Uganda	Ministry Of Education And Sports	Liaison Officer, Karamoja School Feeding Programme
17	Twinamasiko	Julius	Uganda	Ministry of Agriculture, Animal Industry and Fisheries	Project Coordinator, Uganda Multisectoral Food Security and Nutrition Project

OBSERVERS AND PARTNERS

N.	Surname	Name	Institution	Role
1	Pozarny	Pamela	FAO Regional Office for Africa [Ghana]	Investment Centre Africa Service (TCI) and Rural Poverty Reduction Regional Focal Point for Africa
2	Abdoulayi	Sara	FAO Regional Office for Africa [Ghana]	Regional Social Protection Officer
3	Abdourahamane	Hassane	FAO Regional Office for Africa [Ghana]	Social Protection Specialist
4	Aytekin	Melisa	FAO Regional Office for Africa [Ghana]	Regional Policy Officer (Poverty reduction)
5	Carter	Diana	FAO Task Force	Nutrition and Food System Officer
6	Klug	Israel	FAO Task Force	Expert Food System
7	Mulema	Joy	FAO Country Office [Kenya]	Programme Associate
8	Kimani	Irene	FAO Country Office [Kenya]	Nutritionist
9	Kaba	Kankou	FAO Regional Office [Ethiopia]	Nutrition Officer
10	Sanou	Dia	FAO Regional Office [Ethiopia]	Nutrition Officer
11	Hassinen	Mari	WFP	Head of Country Capacity Strengthening Unit
12	Njeru	Charles	WFP	Head of School Meals Programme
13	Ndungu	Judy	WFP	School Feeding Programme
14	Borelli	Teresa	Bioversity International	Programme Specialist
15	Hunter	Danny	Bioversity International	Senior Scientist
16	Victor	Wasike	Genetic Research Resource Centre	Director
17	Aurilia	Manjella Ndiwa	University of Nairobi	Researcher
18	Samuel	Muraya	COG	Focal point for school meals

ORGANIZING TEAM

N.	Surname	Name	Role	Country	Organization
1	Derrahi	Karim	General Coordinator	France	PROCASUR
2	Iga Luganda	Fred	Methodological Coordinator	Uganda	PROCASUR
3	Nyamwati	Esther	Technical Coordinator	Kenya	PROCASUR
4	Casanova Crespo	Manuel	Communication Officer	Chile	PROCASUR
5	Virani	Amin	Video-maker	Kenya	Virani Media production
6	Sacco	Viviana	Programme Coordinator	Italy	PROCASUR



Annex 3. Innovation Plan table

PROVISION OF FRESH, VARIED AND LOCAL PRODUCTS IN SCHOOL CANTEENS

Country: Burkina Faso

Institution: Ministry of Education

Vision / Objectives	Innovations and lessons to be adopted
<p>Improve nutrition, and especially school nutrition, through the provision of fresh, varied and local products in school canteens.</p>	<p>Strengthening collaboration between communities, schools and local producers, while at same time ensuring provision of nutritious meals through canteens.</p>

PREVENT MALNUTRITION THROUGH A MULTISECTORAL APPROACH WHICH PROMOTES THE INCLUSION OF SMALL FARMERS IN THE HGSF PROGRAMME

Country: Cameroon

Institution: Ministry of Education and FAO

Vision / Objectives	Innovations and lessons to be adopted
<p>Cameroon's vision is to put in place an effective, efficient and resilient school feeding (SF) programme (including Home-Grown School Feeding Programme) that operates within the framework of the national policy on food and nutrition for the period 2015 – 2035. The aim is to prevent malnutrition through a multisectoral approach which facilitates or promotes the inclusion of small farmers in the HGSF programme.</p>	<p>Conduct a baseline study to establish a referent situation on the SF Programme in Cameroon including HGSF Programme;</p> <p>Creation and management of technical committees for the development of different strategies;</p> <p>Elaboration and validation of: National school feeding policy of Cameroon;</p> <p>Development of school gardens and green classes for innovative, playful, educative and nutritional production with essential supplies based on local production [food supply to schools by groups of producers living nearby].</p>

IMPROVEMENT OF LINKAGES BETWEEN SMALL RURAL PRODUCERS AND HOME-GROWN SCHOOL FEEDING (HGSF) PROGRAMMES

Country: Egypt

Institution: Food Technology Research Institute, FTRI

Vision / Objectives

To construct sustainable and firm integration between rural small local producers in Egypt and the school feeding programmes intended for school children in rural and remote areas.

Innovations and lessons to be adopted

Roof gardening approach, small animal husbandry, small agricultural industries;
Raising awareness among school children, parents and families;
Field school approach.

STRENGTHENING INSTITUTIONAL COLLABORATION TO ENSURE FARMER-CATERER LINKAGE

Country: Ghana

Institution: Ministry of Food and Agriculture

Vision / Objectives

The main vision of the plan is the creation of a market for smallholder farmers through a ready, structured and decentralized procurement system that ensures sourcing of locally produced foodstuffs driven by public private partnership leading to sustainable farmer-caterer linkages.

Innovations and lessons to be adopted

Organize farmer groups based on the crops they produce. Link farmer groups to caterers. Ensure that the crops are safe and free from chemicals. Encourage families to produce food at home as a benefit to the community. Prompt payment of Feeding Grants. Design a community based menu that incorporates more indigenous foods especially vegetables and fruits. Encourage the establishment of school gardens, where land is available, to supplement food and serve as teaching purposes, i.e. on environmental sustainability.

UP-SCALING THE HOME-GROWN SCHOOL FEEDING PROGRAMME TO ALL SCHOOLS IN KAKAMEGA COUNTY

Country: County Government of Kakamega [Kenya]
Institution: Department of Agriculture, Livestock And Fisheries

Vision / Objectives	Innovations and lessons to be adopted
<p>Sustainable and nutritious school meals programmes in all schools supported by the school community.</p> <p>To establish approaches to ensure school meals in Kakamega are nutritious, sustainable and accessed by all students in the different levels of education</p> <p>To assist the small scale farmers to increase their productivity to meet the demands of the school feeding market.</p> <p>To encourage schools to establish school gardens and foster/promote food and nutrition security and education.</p>	<p>Document existing modalities being implemented in other Counties i.e. Mundika [Busia] Nyamninia Primary School [Siaya];</p> <p>Develop/revise policy frameworks and documents that support sustainable HGSFP for all schools in county and develop guidance on different modalities for school meals implementation in the county;</p> <p>Sensitize implementing stakeholders on the guiding documents for School Meals in Kakamega;</p> <p>Conduct different types of trainings to capacity build target stakeholders that support school meals programme such as schools managers, individual/ groups of farmers, school meals committees.</p>

UP-SCALING THE HOME- GROWN SCHOOL FEEDING PROGRAMME TO TARGET ALL SCHOOL CHILDREN IN KENYA

Country: Kenya
Institution: Ministry of Education, Ministry of Health and ministry of Agriculture

Vision / Objectives	Innovations and lessons to be adopted
<p>A sustainable, safe and nutritious community led School Meals Programme.</p> <p>To establish approaches to ensure school meals in Kenya are nutritious and accessible to all students in the different levels of education in a sustainable and safe manner.</p>	<p>Documentation of all school feeding programmes, aligning policy and developing policy towards HGSF. Key to programmes is ensuring a nutritious meal for all pupils in schools.</p>

STRENGTHENING COORDINATION IN THE HOME-GROWN SCHOOL FEEDING PROGRAMME IN LESOTHO

Country: Lesotho

Institution: Ministry of Agriculture and Food Security and Ministry of Education and Training

Vision / Objectives	Innovations and lessons to be adopted
<p>An efficiently and effectively coordinated Home-Grown School Feeding Programme with a robust monitoring and evaluation strategy in place.</p>	<p>Train the National Management Agents (MOET & WFP) and the School Feeding Committees (MOET, WFP & MOAFS, MOH);</p> <p>Revive school farms for self reliance (MOET, WFP, MOAFS, MOLG);</p> <p>Strengthen advocacy, sensitization and information dissemination to all stakeholders related to the HGSF in Lesotho (focusing on the market opportunities) (MOET, WFP, MAFS, MSB, MOLG);</p> <p>Interventions to capacitate local producers of food commodities (MOAFS, MSB, MT);</p> <p>Set up farmer groups based on produce/commodities and ecological zones in Lesotho (MOAFS, MSB, WFP).</p>

ENHANCING THE PARTICIPATION OF SMALL HOLDER FARMERS IN SCHOOL MEALS PROGRAMME IN RWANDA

Country: Rwanda

Institution: Ministry of Agriculture and Animal Resources

Vision / Objectives	Innovations and lessons to be adopted
<p>To see small holder farmers supplying diverse fresh and nutritious food for school meals in a sustainable way.</p>	<p>Build the capacity of farmers' organizations in areas of good agriculture practices, nutrition sensitive agriculture, post-harvest handling and food safety hygiene, trade and marketing, value addition and group cohesion;</p> <p>Linking research institutions with Home-Grown School Meals Programme, small holders farmers' empowerment and eradication of malnutrition;</p> <p>Design a coordination mechanism between different stakeholders in HGSF programme.</p>

UP-SCALING THE HOME-GROWN SCHOOL FEEDING PROGRAMME PLAN IN SIAYA COUNTY, KENYA

Country: Siaya County, Kenya

Institution: Department of Agriculture, Livestock And Fisheries, County Government of Siaya

Vision / Objectives

A sustainable, safe and nutritious community led school meals programme in Siaya County.

Innovations or lessons and be adopted

Improvement/innovation to adopt is the use of local producers to supply food requirements for the HGSF programme. This will guarantee markets for local farmers' products to sustain farming activities.

UGANDA HOME-GROWN SCHOOL FEEDING

Country: Uganda

Institution: Ministry of Education And Sports and Ministry of Agriculture, Animal Industry and Fisheries

Vision / Objectives

Establish a multi-sectoral Home-Grown School Feeding Programme that leverages on the food security of subsistence farmers and contributes to increased access to quality education.

Innovations or lessons and be adopted

Identify and train schools to pilot decentralized procurement system;

Identify schools to implement centralized procurement;

Train school managers and parents on how to manage procurement/HGSF;

Carry out community (including local leaders) engagement on HGSF;

Mobilize farmers to form groups and constitution of procurement and food management committees.



Annex 4. Selected Photos

Photo 1

Interactions amongst virtual participants and host cases



Photo 2

Students at Nyamninia Primary School



Photo 3

The Live Broadcast visit to the Nyamninia Primary School



Photo 4
Interactive sessions with Namalenga farmers' group representatives



Photo 5
Interaction with students of Nyamninia primary school



Photo 6
Group photo with virtual and national participants and the organizing team

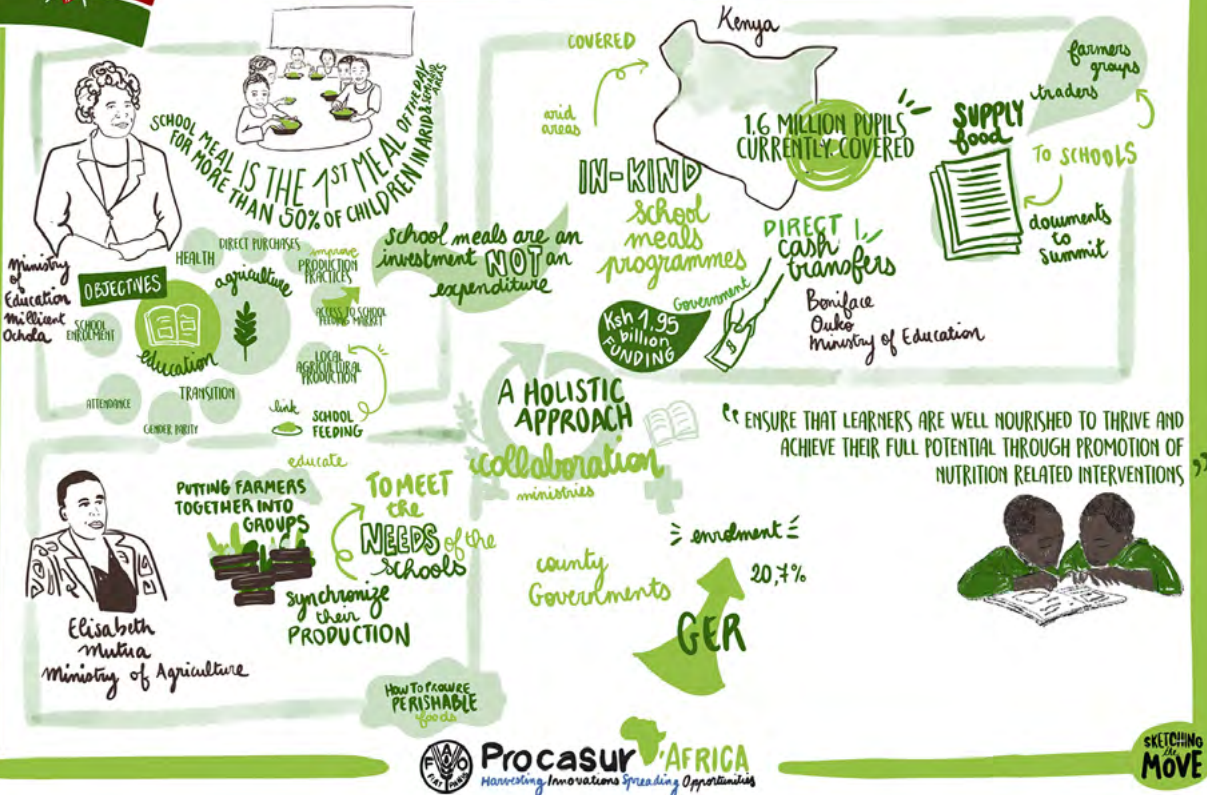


Annex 5. Drawings of the Learning Route host cases





HOME GROWN SCHOOL FEEDING (HGSF) MODEL IN KENYA



PUBLIC PROCUREMENT INVOLVING SMALL FARMERS



a parent
PARTICIPANT FROM
the program

WE WANT OUR
CHILDREN TO
ENJOY THEIR MEALS
& meet up
their
NUTRITIONAL
NEEDS

PRIMARY BOYS
School
Tajiado



taking
GENDER
into consideration

LEARNING FROM THE
KENYAN EXPERIENCE

the inclusion of
SMALL HOLDER
farmers

compatible procedures

SUSTAINABILITY
ASPECT



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Harvesting Innovations Spreading Opportunities

SKETCHING
the
MOVE

THE BFN PROJECT IN BUSIA

PRESENTATION OF THE BUSIA HSGF EXPERIENCE WITH ALV's:

The BFN project, SINGI, KALRO, Mundika School



Researcher
Nairobi
Anwilla
Manjella

Government
good will is
CRITICAL



SINGI

Sustainable income
generating investment

WE MANAGED TO REDUCE
MALNUTRITION AMONG
CHILDREN DUE TO
CONSUMPTION OF ALB
& decrease hunger

William
Buluma

SUPPLY

Sustainable
practices

building
capacities

TRAINING
farmers

- EMPOWER COMMUNITY SELF HELP GROUPS
- INSTITUTIONAL MARKETS FOR NUTRIENTS-RICH FOOD
- RAISE AWARENESS - IMPROVING DIETS
- DEVELOP SHORT VALUE CHAIN
- EXPAND FARMING ENTERPRISES

NEED
MOBILIZE
FINANCIAL
resources

still efforts to be done to maintain
these achievements ...

DEMAND

nutrition
education

RECIPES BOOK



School
feeding

Raising
awareness



HOW TO KEEP
NUTRITIOUS
VALUE FROM
FOOD

back in
supermarkets

ALTERNATIVE
MARKETS

OTHER
institutional
MARKETS
HOTELS
PRISONS
HOSPITALS

Challenges
COVID
DROUGHT

SUSTAINABILITY

FEEDING
PUPILS
with
INDIGENOUS
VEGETABLES

QUALITY

less
complaints
from
children



headteacher
Bernard
Nyongera

the beauty of...

a multi stakeholder
approach &
solution



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Harvesting Innovations Spreading Opportunities

SKETCHING
the
MOVE

WELCOMING AND PRESENTATION OF NYAMNINIA CASE

Welfare Agency
GOING TO SCHOOL WHERE CAN WE HELP?
Leah Kawala

SCHOOL center of LEARNING AND TRANSFER for the whole Community

Stephen Okuoch

ONCE UPON A RECENT PAST...
partnerships building works!
WORKING together
SCHOOL
pupils WILL
teachers

MINISTRY OF EDUCATION
welcome support
MINISTRY OF AGRICULTURE

Welcome to Nyamninia

SPELING COMPETITION earned a greater BUS

THEY CAN GO BEYOND!!

SUSTAINABILITY of HGSF

PARENTAL contribution

PARENTS BRING FOOD HARVEST
cereals

NUTRITION

PARENTS MAKE SURE OTHER PARENTS CONTRIBUTE

Head teacher Florence Akinyi

JOY ON CHILDREN FACES

KALES BEDS
the flower beds!!

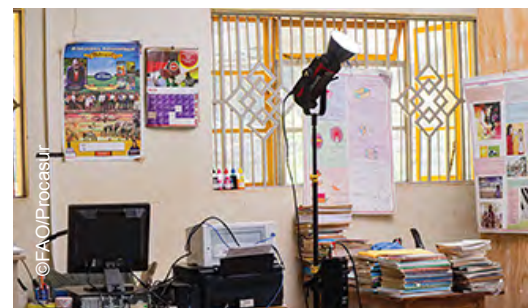
FAO EAST AFRICA
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Harvesting Innovations Spreading Opportunities

SKETCHING the MOVE





BEHIND THE SCENES

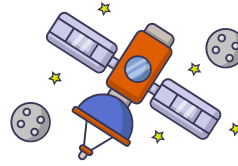




BEHIND THE SCENES



LIVE BROADCAST LEARNING ROUTE IN KENYA



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