



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

1. TAKE HOME RATIONS IN THE MIDST OF COVID-19 PANDEMIC

2. Country or countries where the practice is implemented *

KENYA

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

MINISTRY OF EDUCATION/ WORLD FOOD PROGRAMME

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Due to disruption in learning in the year 2020 due to the COVID- 19 Pandemic, food delivered to schools for consumption for the first and second terms was distributed to learners as take-home rations.

6. What makes it a best practice? *

The THR exercise was unique and an activity that was undertaken for the first time in Kenya under very special circumstances. It offers opportunity for scalability under similar circumstances.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

In early 2020 the Ministry of Education delivered food items to Baringo, Garissa, Isiolo, Mandera, Marsabit, Samburu, Tana River, Turkana, Wajir and West Pokot counties for consumption in terms I and II 2020. However, schools closed in March due to the COVID-19 pandemic before the targeted children consumed the food. Additionally, food that had been stored at the sub-county warehouses for term II remained in storage due to the prolonged closure of schools. As a result, the Ministry of Education considered re-distributing the food in school stores to children as take-home rations in July 2020. However, a final decision could not be reached immediately because it was not clear when schools would reopen. In July 2020 (in consultations with stakeholders), the Government of Kenya announced that schools would reopen in January 2021. With the technical and financial assistance from the World Food Programme, a verification exercise was carried out to ascertain the quantity and quality of food that were at the sub county warehouses and the school stores. The findings of this exercise informed the decision to distribute the food to the children as a take –home rations.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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- Verification exercise across the 10 counties that received food in term one of the year 2020. The exercise took place from the 6th to the 10th of July.
- Findings and recommendations, were then presented to Cabinet Secretary for Education.
- A decision was then made to distribute the food to the children as take-home rations.
- Prior to the distribution the Ministry of Education and WFP prepared food distribution guidelines, including calculation of rations per child per day as well as guidelines to ensure adherence to COVID-19 containment measures. Each parent/guardian was required to collect rations for the total number of their children attending school.
- The distribution exercise took place from 23 to 27 November 2020 under the strict supervision of the Ministry of Education staff and local administrators with technical and financial assistance from the World Food Programme.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

- A total of 12,895 metric tons (mt) of food commodities comprising of 9,769 mt rice, 2,605 mt beans, 326 mt vegetable oil and 195 mt of salt were distributed to the parents/guardians of the children in the ten counties.
- Distribution of take-home rations was historic in Kenya as this was the first time it happened since the country started school meals in 1980. Parents who collected the food expressed their gratitude to the Ministry for giving their children food during the prolonged closure. Some headteachers reported that some children went to school every day to check if there was "smoke in the school."

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

- Prior to undertaking a take-home ration, a verification exercise to determine the quantity and quality of the food is critical. This is particularly important for food that had stayed in stores for a prolonged period.
- Take-Home-Rations can be activated quite smoothly and efficiently at times of natural disasters especially when children remain out This will ensure that vulnerable children would have access to food while still at home

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

- Since 1980 when the school meals programme was initiated, Kenya had never given take-home rations and hence this was the first time. We learnt good lessons and insights for future activation of THR in times of emergencies like conflicts, floods, and disease outbreaks which may deter learners from accessing schools where school meals are offered.
- What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)?
- This being a social intervention for learners, Stakeholder Engagement Plan, communication strategy, and grievance redressal mechanism should be developed prior to administration of the practice, should use a multisectoral approach, and criteria for beneficiaries must be in place.
- Sensitization and involvement of school communities are critical. Clear communication with beneficiaries, especially regarding food entitlements is very important.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

The take-home rations report.