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**Executive Board
First Regular Session**

Rome, 19–21 February 2007

PROJECTS FOR EXECUTIVE BOARD APPROVAL

Agenda item 9

For approval



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DEVELOPMENT PROJECT — THE GAMBIA 10548.0

Support to Basic Education in Rural Vulnerable Regions

Number of beneficiaries	119,000
Duration of project	4 years (August 2007 – July 2011)
Food tonnage	14,878 mt
Cost (United States dollars)	
Food cost	4,199,089
Total cost to WFP	8,544,499

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NOTE TO THE EXECUTIVE BOARD

This document is submitted to the Executive Board for approval.

The Secretariat invites members of the Board who may have questions of a technical nature with regard to this document to contact the WFP staff focal points indicated below, preferably well in advance of the Board's meeting.

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Should you have any questions regarding matters of dispatch of documentation for the Executive Board, please contact Ms C. Panlilio, Administrative Assistant, Conference Servicing Unit (tel.: 066513-2645).



EXECUTIVE SUMMARY

The Gambia, a least developed low-income food-deficit country, is one of the world's poorest, ranking 155th of 177 countries in the United Nations Development Programme Human Development Index. Per capita gross national income is US\$290.¹

Agriculture employs 75 percent of the population.² Food insecurity mainly affects deprived rural areas; access to infrastructure and social services is poor. Poverty in the Gambia is closely related to malnutrition and hunger; the areas with the highest malnutrition rates and levels of extreme poverty are in Lower, Central and Upper River divisions.

Over the past decade, with the support of WFP and other partners, the Gambia has steadily improved enrolment, especially in primary schools. Overall gross enrolment was 91 percent in 2005, including children enrolled in madrassas. The percentage of girls enrolled in primary education has progressively increased from 44 percent to 50 percent, but retention, completion and performance, especially for girls, are still a major challenge: the national completion rate is only 65 percent, and retention problems are very high in rural areas.

The proposed project is food for education covering the whole country except for towns in Western Division that are identified as food-secure. The project is based on the Government's national priorities as defined in the Poverty Reduction Strategy Paper and the 2004–2015 education policy; it addresses Millennium Development Goal 2 and is in line with the 2007–2011 United Nations Development Assistance Framework. Under Strategic Objective 4, interventions will contribute to priority area 2 of WFP's Enabling Development policy and Enhanced Commitments to Women II, V and VI.

WFP will support the Gambia under the Sahel Alliance for Basic Education, which provides a partnership platform for achieving universal quality basic education.

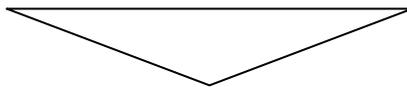
In preparation for the Government's eventual phase-in of food for education, the project will focus on capacity-building for government counterparts in the education sector.

¹ World Development Indicators. World Bank, 2005.

² Common Country Assessment (CCA), November 2005.



DRAFT DECISION*



The Board approves the Gambia Development Project 10548.0 “Support to Basic Education in Rural Vulnerable Regions” (WFP/EB.1/2007/9-A), subject to availability of resources.

* This is a draft decision. For the final decision adopted by the Board, please refer to the Decisions and Recommendations document (document WFP/EB.1/2007/16) issued at the end of the session.



SITUATION ANALYSIS

1. The Gambia, a country of 11,295 km² with a population of 1.4 million,³ is bordered by Senegal except on the Atlantic coast. High annual population growth – 4.2 percent in 2001⁴ – and its small size give the Gambia a demographic density of 133/km², one of the highest in sub-Saharan Africa.⁵ The population is predominantly Muslim; 63.6 percent are under 25.⁶
2. Poverty is widespread and concentrated in rural areas. Recent statistics indicate that 69 percent of the population are living below the poverty line.⁷ The Gambia, a least developed low-income food-deficit country, ranks 155th of 177 countries in the United Nations Development Programme (UNDP) Human Development Index.
3. Income poverty in the Gambia is related to the lack of significant mineral or natural resources and poor agricultural productivity. Agriculture provides employment for 75 percent of the population, but contributes only 30 percent of gross domestic product (GDP)⁸ and provides only 50 percent of national food requirements.⁹ The Gambia continues to rely on imported food.
4. Micronutrient deficiencies are a severe problem, especially among children. The national rate for goitre of 16.3 percent indicates high levels of iodine deficiency;¹⁰ iodine-deficient individuals can have an intelligence quotient (IQ) up to 13.5 points lower than the average, which is a major determinant of lower educational outcomes.¹¹ Two thirds of children are vitamin-A deficient.¹² Nutrition seems to be improving, but progress is largely concentrated in towns.
5. There have been significant improvements in primary education in the Gambia: school enrolment increased by 31 percent between 1994/95 and 2004/05; the gross enrolment rate (GER) is now 91 percent,¹³ including madrassas. The proportion of girls among primary schoolchildren has increased from 44 percent to 50 percent. Food for education (FFE) is clearly a contributing factor in high enrolment. But disparities exist: in some regions GER is 55–65 percent.¹⁴

³ Central Statistics Division, Government of the Gambia. 2003. Population Census. Banjul

⁴ *Vulnerability Assessment and Mapping: Livelihoods, Food Security and Vulnerability in the Gambia*. Literature Review, March 2006.

⁵ Common Country Assessment (CCA), 2005.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

⁹ *Vulnerability Assessment and Mapping: Livelihoods, Food Security and Vulnerability in the Gambia*. Literature Review, March 2006.

¹⁰ CCA, 2005

¹¹ Grantham-McGregor, S., Fernald, L. and Sethuraman, K. 1999. Effects of Health and Nutrition on Cognitive and Behavioural Development in Children in the first Three Years of Life, Part 2. Infections and Micronutrient Deficiencies: Iodine, Iron and Zinc. *Food and Nutrition Bulletin*, 20 (1): 76–79.

¹² CCA, 2005

¹³ CCA, 2005

¹⁴ These figures are for Lower River Division, Upper River Division and North Bank. WFP Review Mission Report, April 2006.



6. The main challenge is inefficiency in the education system. The completion rate is only 65 percent, so retention needs to be improved if the Gambia is to meet its Education for All (EFA)/Millennium Development Goal (MDG) target of 100 percent completion by 2015. The national average dropout rate is 4 percent, and the repetition rate is 6 percent; there are regional disparities: repetition is 10 percent in Central River Division and 11 percent in Upper River Division.¹⁵
7. The 2001–2002 macroeconomic crisis led to severe reductions in the government budget, despite the enhanced commitment to education in sectoral and macroeconomic policy documents. The share of the budget allocated to education¹⁶ fell from 20.7 percent in 2002 to 14.2 percent in 2003; budget allocations to education were 15.2 percent in 2004 and 16 percent in 2005. Actual expenditure figures are not available for 2002–2006.¹⁷
8. Preschool education is poorly developed: only 18 percent of children of pre-school age attend any form of education. The Government has, however, recognized the link between preschool education and performance at primary school and has committed itself to providing early-childhood development (ECD) services in selected rural schools and has made it a priority for achieving quality basic education.
9. To achieve the EFA/MDG 2 target, the Poverty Reduction Strategy Paper (PRSP) II and the 2004–2015 education policy prioritize access and quality in basic education. On the basis of past performance, the Government has adopted a comprehensive approach to education that includes ECD, non-formal education, gender and adult literacy and is focusing on quality teaching and learning. Access to primary education is improving, especially as the Government is upgrading madrassas to be integrated into the formal education system. More has to be done, however, to achieve universal primary education by 2015.
10. To support government efforts to achieve EFA, the Gambia elected to implement the World Bank-funded Fast Track Initiative (FTI). EFA/FTI aims to restructure the school system by (i) increasing access to basic education for all school-aged children, (ii) providing additional training for school teachers and middle management and (iii) improving management of the education sector.
11. The United Nations system has identified “access to quality basic social services by the vulnerable and marginalized” as an urgent need; in this context, provision of quality basic education is of fundamental importance. This development project is in line with these needs as defined by the United Nations Development Assistance Framework (UNDAF).

PAST COOPERATION AND LESSONS LEARNED

12. WFP assistance to the Gambia started in 1970 with the community-based school feeding project, which lasted until 1994 with five expansion phases. Since 1970, an annual average of 611,000 children have been fed by WFP.

¹⁵ United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics online database.

¹⁶ Domestic expenditure on education as share of domestic expenditure net of debt service. Department of State for Education.

¹⁷ WFP review/appraisal mission. April 2006.



13. WFP assistance currently totals US\$135.6 million, including the ongoing development project. WFP food assistance to the Gambia is shown in Table 1.

TABLE 1. WFP FOOD ASSISTANCE, 1970 – JULY 2007			
Activities	Period	US\$ million	% of total
Community-based rural development projects	1985–2003	15.4	11
School feeding programmes	1970–2007	59.1	44
Emergency operations	1970–2003	61.1	45
Total	1970–2007	135.6	100

14. WFP's strategy of enabling development through food for education (FFE) has helped to increase enrolment and attendance in primary schools and ECD centres (ECDCs). A major achievement of the development project Gambia 10311.0 was a 23 percent increase in enrolment in ECDCs.¹⁸ Food aid is clearly a major element in attracting children to pre-school education.
15. Despite these positive results, some students register or return to school only when the kitchen is operational; some will not come to school if food is not served. It is therefore important that school kitchens operate and that food is available from the beginning of terms.
16. The need is now to maintain what has been achieved and focus on the long-term sustainability of FFE. The new project will work with the Government to develop a phase-in strategy with a focus on capacity-building.

PROJECT STRATEGY

17. In the long term, WFP will support the Gambia in achieving the EFA/MDG 2 targets defined in the Government's policy of ensuring that all boys and girls complete a full course of primary schooling by 2015.
18. The project will be in line with the 2007–2011 United Nations Development Assistance Framework (UNDAF), contributing to the second priority: "Improved access to quality basic social services with particular attention to the vulnerable and marginalized". UNDAF priorities have been established on the basis of the PRSP II and the national development plan, Vision 2020, focusing on areas in which the United Nations system has a comparative advantage.
19. WFP will also support the Sahel Alliance for Basic Education in the Gambia, under government leadership. WFP will collaborate with the Food and Agriculture Organization of the United Nations (FAO), the United Nations Children's Fund (UNICEF), non-governmental organizations (NGOs) and education stakeholders to increase the coverage of primary schoolchildren with an essential package of complementary interventions in school feeding, nutrition, health and basic education support.

¹⁸ School Agriculture and Food Management Unit. 2005. *Third Term/Annual Report 2004–2005*. Department of State for Education.



20. The project implements WFP's Strategic Objective 4 and the Enhanced Commitments to Women (ECW) II, V, and VI. No significant gender disparities were reported by the 2006 evaluation mission, so take-home rations to encourage girls' enrolment are not envisaged. Gender will be mainstreamed into the implementation strategy and promoted through WFP's thematic partnerships.
21. During the 2007–2011 FFE project, WFP will help to:
- increase gross enrolment to 98 percent in WFP-assisted schools by the end of the project;
 - maintain attendance at 95 percent in WFP-assisted schools;
 - increase the completion rate to 85 percent in WFP-assisted schools by the end of the project;
 - increase enrolment in ECD to 20 percent in selected WFP-assisted ECDCs;
 - maintain attendance at 85 percent in WFP-assisted ECDCs;
 - improve the learning environment in selected madrassas; and
 - enhance government capacity to phase-in sustainable FFE activities.
22. The expected outputs are:
- provision of one meal a day for 199 days per year for an average 118,000 pupils at selected primary schools and madrassas recognized by the Department of State for Education and ECDCs attached to lower basic/basic cycle schools;
 - a phased exit strategy designed in collaboration with the Government by December 2007; and
 - provision of capacity-building to enhance management of FFE, including enhanced monitoring and evaluation (M&E) through government cluster monitors.
23. WFP food aid will help poor households to invest in human capital through primary education. FFE is starting to motivate children to learn and stay in school. Parents will encourage their children to attend school and keep them from dropping out.
24. The project will be nationwide except for Greater Banjul and peri-urban areas of Western Division. Schools in major towns will be gradually phased out of the project and the number of madrassas that fulfil the selection criteria will increase, in line with the recommendations of the April 2006 evaluation mission.
25. There will be 118,790 planned beneficiaries each year of the project: 110,000 primary schoolchildren, 8,000 pre-school children and 790 cooks.¹⁹
26. Beneficiary schools will be selected on the basis of the following criteria:
- adequate classrooms and qualified teachers;
 - adequate kitchens with cooking and serving utensils;
 - adequate food storage facilities in or near the school;

¹⁹ This incentive is given so that cooks will cook food in a timely manner. They belong to the poorest sector of the community and have to compensate time lost in the fields. Their average monthly wage is 1,000-1,500 dalasi; 50 kg of rice is worth 550 dalasi, which is appropriate in that cooks cook for 20 days a month for an average of 150 children. At the current rate of exchange 1,000 dalasi is equivalent to US\$36.



- adequate sanitary facilities, including separate toilets for girls;
 - availability of water in or near the school;
 - readiness of schools, parents and communities to form food-management committees (FMCs); and
 - willingness of parents and communities to support the feeding project.
27. In addition to the criteria in paragraph 26, madrassas will be considered for inclusion in the school feeding project only if the curriculum is harmonized with conventional schools and if there is high enrolment of girls from grade 4 onwards. The use of FFE activities in madrassas will be monitored to ensure that they meet these requirements. The project will plan to include up to 50 madrassas.
28. To strengthen the government's commitment to pre-school education, the project will target pre-primary assistance to ECDCs attached to lower-basic schools/basic-cycle schools.
29. Inadequate local government and community support at the school level or lack of monitoring reports from cluster monitors will result in the exclusion of schools or regions from the project.
30. Total food requirements for the project for the four-year period are 14,878 mt: rice, 10,839 mt; pulses, 2,818 mt; oil, 939 mt; and salt, 282 mt. Table 2 shows the rations to be provided for school lunches.

TABLE 2. RATIONS FOR SCHOOL LUNCHES				
Primary schools				
Type of food	Ration size(g/person/day)	Protein(g)	Fat(g)	Energy(kcal)
Rice	100	7	0.5	360
Pulses	30	6.6	0.3	102
Vegetable oil	10	0	10	89
Iodized salt	3	0	0	0
Total	143	13.6	10.8	551
Pre-schools				
Rice	80	5.6	0.4	288
Pulses	30	6.6	0.3	102
Vegetable oil	10	0	10	89
Iodized salt	3	0	0	0
Total	123	12.2	10.7	479

31. These rations provide (i) 28 percent of daily energy requirements and 34 percent of daily protein requirements for primary schoolchildren and (ii) 30 percent of daily energy requirements and 38 percent of daily protein requirements for pre-school children. Food was selected on the basis of local consumption, rice being the staple. Iodized salt was included to address iodine-deficiency disorders in school-age children; vegetable oil fortified with vitamin A was included to reduce vitamin-A deficiency.
32. School meals will be served during mid-morning breaks or at the start of afternoon classes in double-shift schools. Additional green vegetables, fruits, groundnuts and condiments will be provided by parents or school gardens.
33. The project will be sustainable only if beneficiary communities and the Government are more involved in implementing it, so the implementation strategy is based on a participatory approach involving the Government and communities.
34. FMCs of teachers, students and community representatives will be established in assisted schools; simple terms of reference defining roles and responsibilities will be developed and circulated. FMCs will be responsible for managing the feeding programme and reporting. The cluster monitors will ensure that monthly reports from schools are submitted promptly to regional education offices.
35. To promote a holistic approach to M&E in the education system, the Department of State for Education established a cluster monitoring system in 2005 through its FTI, covering teaching methods, availability of learning materials, school feeding, data collection on attendance and enrolment. FTI will improve information gathering and archiving at all levels of the education system. Aspects of FFE in ECDCs, madrassas and primary schools will also be covered.
36. WFP will work with decentralized bodies of the Department of State for Education and cooperating partners to enhance government commitment and community participation in:
 - de-worming, with UNICEF, the National Nutrition Agency (NaNA) and if possible the World Health Organization (WHO);
 - construction of improved stoves, kitchens and latrines, with Future in Our Hands (FIOH);
 - school gardens, with the School Agriculture Food Management Unit (SAFMU), Catholic Relief Services (CRS) and other partners; the activity will rely on existing community groups and establish a link between FFE and other development activities; and
 - health education, including HIV/AIDS education, with the Nova Scotia Gambia Association (NSGA).
37. As part of the participatory approach, the capacities of the Department of State for Education will be strengthened to (i) oversee, advise and control implementation of the project and related activities, and (ii) develop linkages and partnerships between communities, especially in rural areas and between communities and government departments, NGOs and donor agencies for optimum utilization of resources.
38. The school agriculture and food management unit (SAFMU) will be responsible for coordination and project management. It will be necessary to review the terms of reference of SAFMU, including its staffing and funding in the Department of State for Education. The tasks and responsibilities of each partner will be included in a development project action plan (DPAP) to be signed by WFP and the Government as the basis of the long-term sustainability of FFE and institutionalization in government structures.



39. As part of the implementation strategy, three studies will be undertaken: (i) an assessment of the performance of children in grade 1 who have passed through the ECDC system compared with those who did not; (ii) the impact of WFP's support for madrassas; and (iii) the impact on schools that have not received WFP food since 2004. The first two will help the Government and WFP to improve programme quality; the third will help WFP and the Government to develop a comprehensive institutionalization strategy for FFE.
40. The project will focus on rural regions; it may phase out in schools in large towns and will phase out in schools that do not comply with WFP requirements. The Department of State for Education will work with communities, NGOs and the private sector to take over school feeding with food supplements from school gardens and farms. WFP will consult regularly with the Government to facilitate the phase-in.
41. WFP will close the sub-office in Basse and direct its resources to enhancing the capacities of the country office in project monitoring and to building government capacity.
42. With regard to logistics, WFP food will be shipped to the port in Banjul and transported to WFP warehouses in Kanifing. According to the SAFMU/WFP distribution plans and the quarterly requirements of each beneficiary institution, WFP will arrange transport of food to beneficiary institutions by WFP-contracted forwarding agents. The country office will continue to purchase iodized salt from local suppliers, provided that production standards are maintained. In view of the poorly developed markets and constraints experienced with local purchases of rice, the country office will consider local or regional purchases only after thorough regional market analysis by WFP.
43. Because the Gambia is a least-developed country, WFP will pay for internal transport, storage and handling (ITSH) of food deliveries from the port to warehouses and final distribution points at US\$80/mt; the rate will be reviewed each year and adjusted as necessary. ITSH will pay for warehouse staff and supporting costs, maintenance and upkeep of warehouses, food handling and equipment.
44. WFP will contract private transporters to ensure safe transport of food and non-food items from project warehouses to beneficiary schools, where they will be stored until distribution. The total estimated landside transport, storage and handling (LTSH) cost is US\$1.2 million.

MANAGEMENT, MONITORING AND EVALUATION

45. In line with the recommendations of the April 2006 evaluation/appraisal mission, project management and monitoring will be shared between the Government, regional education offices, cluster monitors, SAFMU and WFP. For sustainability, the project will require increased management and financial commitment from the Government and the local communities.
46. The project management structure will be consistent with the previous development project Gambia 10311.0. The project is supervised by the government counterpart, the Department of State for Education; SAFMU is responsible for coordination.
47. A benchmark study will be conducted immediately after the start of the project, using the data collected by cluster monitors. Mid-term and a final evaluation will assess the effects on beneficiaries and determine progress towards project goals.



48. To integrate FFE activities into the cluster monitoring system, WFP will work with the Department of State for Education to include related indicators in the monitoring tool and ensure that madrassas and ECDCs are included. Progress reports on project inputs and results will be prepared by SAFMU three times a year and submitted to the country office.
49. At the regional level, the project will be supervised and monitored by regional education directors, who will be assisted by cluster monitors. The ongoing decentralization of regional education offices has enabled them to be more involved in the project. Joint field visits will be made monthly by SAFMU staff, regional cluster monitors and WFP staff. WFP's financial support for regional education offices for monitoring will depend on reports being submitted to the Department of State for Education and WFP.
50. At the school level, the project will be coordinated by cluster monitors and FMCs composed of students, parent-teacher association (PTA) members and community representatives. FMCs will be encouraged to have 50 percent women members; cooks will be encouraged to participate. FMCs will also arrange for construction of fuel-saving stoves and for water, condiments, firewood and kitchen maintenance. Cooks will be designated by the community after consultation with FMCs.
51. Data based on selected performance indicators and disaggregated by gender will be collected at the school level by cluster monitors and regional education staff according to M&E requirements.
52. Annual project review meetings will be organized for cluster monitors to follow up implementation, take corrective measures and review management capacity and performance. These meetings will be harmonized with those of the FTI strategy.
53. To institutionalize increased government commitment, WFP will gradually decrease its contribution. The Department of State for Education will ensure budget support, including monitoring of progress towards quality basic education. WFP will gradually decrease its contribution and the Department of State for Education will increase its contribution.
54. During the project, opportunities to learn from best practices will be identified by WFP and the Government, focusing on results-based M&E, food management and school management. Study tours will be designed to produce a strategy for increased government responsibility for school feeding. Visits to schools with school farms and gardens will be arranged to learn lessons from the different regions and develop models for sustained community participation. Department of State for Education study tours to Senegal will enable staff to learn from the experience of phasing-in government management of school feeding; participants will develop a management strategy for phased government take-over of the management of FFE programmes, to be finalized during the second half of the 2007–2011 UNDAF cycle.
55. The Government will support the project by providing gender-balanced counterpart staff at the central and regional levels. The Department of State for Education will establish a budget of government contributions estimated at US\$140,000 for four years, including SAFMU staff costs, running costs and purchase and maintenance of equipment. The budget breakdown will be outlined in the development project action plan (DPAP).
56. WFP will increase its support for the Sahel Alliance for Basic Education to enhance advocacy and resource mobilization through the Department of State for Education technical advisory committee for education, which consists of government officials and representatives of UNICEF, WHO, FAO and NGOs involved in education. A national review of achievements in primary education and implementation of the essential package will provide inputs to identify the financial needs for attaining the targets and defining a national resource-mobilization strategy.



ANNEX I

BREAKDOWN OF PROJECT COSTS			
	Quantity (mt)	Average cost per mt	Value (US\$)
WFP COSTS			
A. Direct Operational Costs			
Commodity*			
– Rice	10 839		2 709 860
– Pulses	2 818		901 709
– Vegetable oil	939		563 568
– Salt	282		23 952
Total	14 878		4 199 089
External transport			1 351 450
Total ITSH		79.8	1 187 334
Other direct operational costs			342 500
Total direct operational costs			7 080 373
B. Direct support costs			
Total direct support costs ¹			905 140
C. Indirect support costs (7.0 percent) ²			
TOTAL WFP COSTS			8 544 499
* This is a notional food basket used for budgeting and approval purposes. The contents may vary depending on the availability of commodities.			

¹ Indicative figure for information purposes. The DSC allotment is reviewed annually.

² The ISC rate may be amended by the Board during the project.



ANNEX II

DIRECT SUPPORT REQUIREMENTS (US\$)	
Personnel expenses	
National general service staff	355 760
Temporary personnel	58 300
Overtime	5 080
United Nations volunteers	195 200
Staff duty travel	78 600
Sub-total	692 940
Office expenses and other recurrent costs	
Collective services	19 120
Office supplies	7 700
Communication and IT services	20 400
Insurance	1 600
Repairs and maintenance of equipment	5 830
Vehicle maintenance and running costs	55 550
Sub-total	110 200
Equipment and other fixed costs	
Communication and IT equipment	102 000
TOTAL DIRECT SUPPORT COSTS	905 140

ANNEX III: RESULTS AND RESOURCES MATRIX SUMMARY

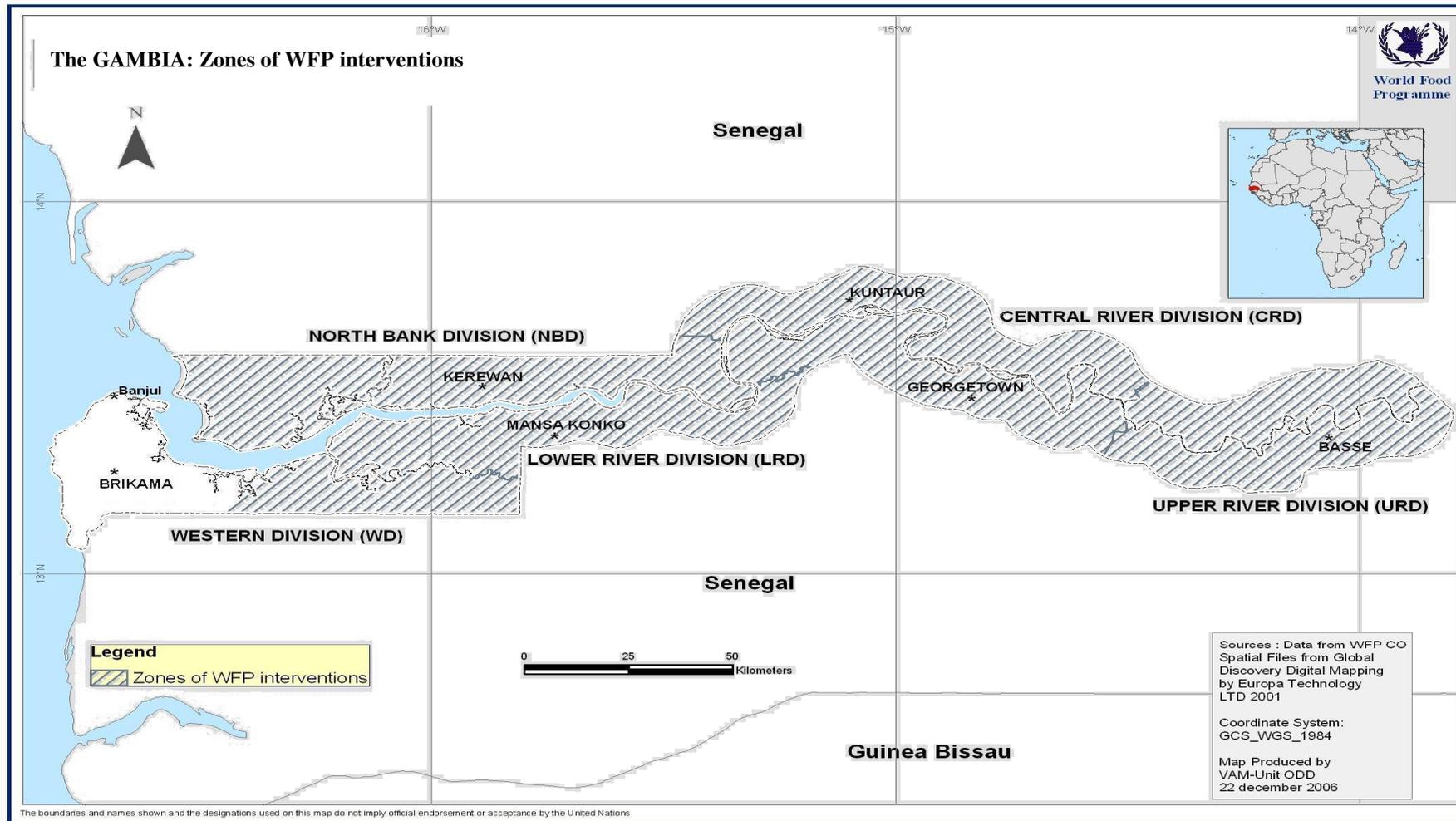
Results chain (logic model)	Performance indicators	Risks, assumptions
<p>UNDAF outcomes</p> <p>Increased enrolment of girls and boys in affordable quality basic education.</p>	<p>Net enrolment rate (NER)</p> <p>Gender parity</p>	
<p>WFP development project outcomes</p> <p>1.1 Enrolment of boys and girls increased to 98 percent in WFP-assisted primary schools (Strategic Objective 4).</p> <p>1.2 Enrolment of boys and girls increased to 20 percent in WFP-assisted preschools.</p> <p>2.1 Attendance maintained at 95 percent for girls and boys in WFP-assisted primary schools (Strategic Objective 4).</p> <p>2.2 Attendance maintained at 85 percent for girls and boys in WFP-assisted preschools (Strategic Objective 4).</p> <p>3.1 Completion of primary cycle by boys and girls is increased to 85 percent in WFP-assisted primary schools.</p> <p>3.2 Increased completion by boys and girls in WFP-assisted pre-schools.</p>	<p>WFP development project outcome indicators</p> <p>All indicators are disaggregated by sex, grade and type of school</p> <p>1.1 a) GER and absolute enrolment in WFP-assisted primary schools and madrassas.</p> <p>1.1 b) NER and absolute enrolment in WFP-assisted primary schools and madrassas.</p> <p>1.1 c) Gender ratio of children in WFP-assisted primary schools and madrassas.</p> <p>1.2 a) GER and absolute enrolment in WFP-assisted pre-schools.</p> <p>1.2 b) NER in WFP-assisted pre-schools.</p> <p>1.2 c) Gender ratio in WFP-assisted pre-schools.</p> <p>2.1 a) Attendance rate in WFP-assisted primary schools and madrassas.</p> <p>2.1 b) Drop-out rate in WFP-assisted primary schools and madrassas.</p> <p>2.2 Attendance rate in WFP-assisted pre-schools</p> <p>3.1 Completion rate in WFP-assisted primary schools and madrassas.</p> <p>3.2 Completion rate in WFP-assisted pre-schools.</p>	<p>Government contribution to the education sector continues to increase, improving quality education; all United Nations and other partners commit resources as planned.</p>



ANNEX III: RESULTS AND RESOURCES MATRIX SUMMARY

Results chain (logic model)	Performance indicators	Risks, assumptions
<p>4. 1. Increased capacity in the Ministry of Education to plan, fund, manage, monitor and evaluate FFE programmes.</p>	<p>4.1. Number of functions and tasks undertaken by the Government.</p> <ul style="list-style-type: none"> ➤ Increased percentage of FFE costs covered by the Government. ➤ Number and quality of outcome and output indicators provided by the Government in a timely manner. ➤ FFE included in the annual review of the National Education Plan (Y/N). 	
<p>Main outputs</p> <p>1.1. An average 110 000 pupils per year in WFP-assisted primary schools receive one meal per school day.</p> <p>1.2. 8,000 children per year in WFP-assisted pre-schools receive one meal per school day.</p> <p>2.1. School canteens functional for 199 days per year in WFP-assisted primary schools.</p> <p>2.2. School canteens functional for 199 days per year in WFP-assisted pre-schools.</p> <p>3.1. Cluster monitors send termly reports to SAFMU via regional education offices, meeting quality standards.</p> <p>3.2. SAFMU staff members lead monitoring of results.</p> <p>3.3 A phased exit strategy designed in collaboration with the Government by December 2007.</p> <p>3.4 The community is involved in the management of the school canteen.</p>	<p>All indicators are disaggregated by sex, grade and type of school.</p> <p>1.1 a) Number of primary pupils receiving one meal per school day. 1.1 b) Quantity of food supplied, by commodity.</p> <p>1.2 a) Number of pre-school children receiving one meal per school day. 1.2 b) Quantity of food supplied, by commodity.</p> <p>2.1 a) Number of feeding days per school year in WFP-assisted primary schools. 2.1 b) Number of days on which school meals were provided.</p> <p>2.2 a) Number of feeding days per school year in WFP-assisted pre-schools. 2.2 b) Number of days on which school meals were provided.</p> <p>3.1 Increased percentage of clusters sending termly reports regularly and meeting quality standards; target – 80 percent.</p> <p>3.2 a) Number of M&E visits in the field. 3.2 b) Formats developed and used to cover the information needed. 3.2 c) Data-collection system established. 3.2 d) SAFMU submits termly report (Y/N).</p> <p>3.3 Exit strategy approved by the Department of State for Education and WFP by December 2007 (Y/N).</p> <p>3.4 Increased number of cooks supported by their communities. Increased percentage of schools with community involved in managing FFE.</p>	<p>Communities are aware of the importance of basic education and send boys and girls to ECDCs, primary schools and madrassas.</p> <p>WFP country office obtains adequate resources; no pipeline interruptions for the period of the project.</p>





The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of the World Food Programme (WFP) concerning the legal status of any country, territory, city or area or of its frontiers or boundaries.

ACRONYMS USED IN THE DOCUMENT

CCA	Common Country Assessment
CRS	Catholic Relief Services
DPAP	development project action plan
DSC	direct support costs
ECD	early-childhood development
ECDC	Early childhood development centre
ECW	Enhanced Commitments to Women
EFA	Education for All
FAO	Food and Agriculture Organization of the United Nations
FFE	food for education
FIOH	Future In Our Hands
FMC	food management committee
FTI	Fast Track Initiative
GDP	gross domestic product
GER	gross enrolment rate
IQ	intelligence quotient
ISC	indirect support costs
ITSH	internal transport, storage and handling
LTSH	landside transport, storage and handling
M&E	monitoring and evaluation
MDG	Millennium Development Goal
NaNA	National Nutrition Agency
NER	net enrolment rate
NGO	non-governmental organization
NSGA	Nova Scotia Gambia Association
ODD	Regional Bureau Dakar
ODOC	other direct operational costs
PRSP	Poverty Reduction Strategy Paper
PTA	parent-teacher association
SAFMU	school agriculture and food management unit
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization



UNICEF United Nations Children's Fund
WHO World Health Organization

