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**Executive Board
First Regular Session**

Rome, 23–27 February 2004

PROJECTS FOR EXECUTIVE BOARD APPROVAL

Agenda item 8

For approval



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DEVELOPMENT PROJECT— THE GAMBIA 10311.0

Support to Basic Education in Rural Vulnerable Regions

Number of beneficiaries	145,830 (annual average)
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Duration of project	Three years (August 2004–July 2007)
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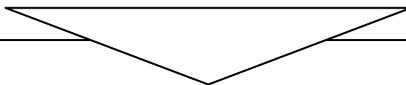
Cost (United States dollars)

Total cost to WFP	6,925,148
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Total cost to Government	909,611
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NOTE TO THE EXECUTIVE BOARD



This document is submitted for approval by the Executive Board.

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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EXECUTIVE SUMMARY

Enrolment rates in primary schools in The Gambia are still low, but significant progress has been noted: the Education for All 2000 Assessment Report showed that in 1998–1999 the gross enrolment ratio was 75 percent in grades 1–6, compared with 59 percent in 1991–1992; the Government has revised the target to 90 percent by the end of 2003. Drop-outs before completion of grade 5 increased by 14.4 percent, from 11.7 percent in 1991–1992 to 26.1 percent in 1997–1998. Only 48 percent of men and 36 percent of women are literate. Adult education is fundamental to reducing illiteracy; the Education Department has identified it as a priority activity for poverty reduction, as indicated in The Gambia Poverty Reduction Strategy Programme/Strategy for Poverty Alleviation II.

This project is proposed for three academic years (2004–2007) with a view to harmonizing it with the 2007–2011 United Nations Development Assistance Framework cycle. WFP's support for basic education through school feeding and adult functional literacy programmes, particularly for women, will complement the efforts of the World Bank, the United Nations Children's Fund, other United Nations agencies and bilateral donors in helping the Government to achieve its objectives. With technical support from the United Nations Educational, Scientific and Cultural Organization and the World Health Organization, WFP will undertake a mid-term review and appraisal of performance to determine progress in providing inputs and the Government's progress towards goals in school enrolment, retention and literacy education.

This project addresses objective 2 of WFP's Enabling Development policy: "To enable poor households to invest in human capital through education and training", commitments 2 and 3 of the Enhanced Commitments to Women and the fourth priority in the new Strategic Plan. It will also contribute to meeting the Millennium Development Goals of universal primary education, adult literacy and gender equity by 2015.

DRAFT DECISION*

The Board approves the The Gambia development project 10311.0, "Support to Basic Education in Rural Vulnerable Regions" (WFP/EB.1/2004/8-A/1).

* This is a draft decision. For the final decision adopted by the Board, please refer to the Decisions and Recommendations document issued at the end of the session.



PROBLEM ANALYSIS

Socio-economic Development Context

1. The Gambia is a least-developed low-income food-deficit country ranked 160th of 173 countries in the United Nations Development Programme (UNDP) 2002 Human Development Report; per capita annual income is US\$320; the Human Development Index value is 0.405. The climate is Sahelian: a short rainy season lasts from mid-June to mid-October, followed by a long dry season between November and May.
2. The population was estimated at 1.4 million in 2001, with a growth rate of 4.2 percent per year. Population density is among the highest in sub-Saharan Africa and poses a major threat to the availability of land for agriculture. Nearly half the population are under 18.¹ Life expectancy at birth is 54 years for men and 57 years for women. The economy is predominantly agrarian. Agriculture, which is characterized by low productivity and declining soil fertility, contributes only 25 percent of gross domestic product (GDP), but it is the source of livelihood for 75 percent of the population, most of whom reside in rural areas. Access to food supplies at the household level can be a problem, especially during rainy seasons. Poverty is a fundamental cause of household food insecurity.
3. The highest levels of poverty are found in the Central River Division, the Upper River Division and the Lower River Division.² The 1998 Household Survey showed that 37 percent of households and 51 percent of the population are extremely poor: 59 percent of the population earn less than US\$1 a day; 82.9 percent earn less than US\$2. Poverty in rural areas causes families to migrate, increasing the number of poor people in towns.
4. Growth retardation is prevalent in 17 percent of children under 5; acute malnutrition affects between 9 percent and 11 percent of this age group.³ High prevalence of infectious diseases and poor feeding and caring practices are major causes of malnutrition.⁴
5. Limited data is available for school-age children. The first national survey of their nutritional status in 2000 showed that 12 percent of children aged 6 to 15 were stunted and 9 percent wasted (National Nutrition Agency [NaNA], 2001). Malaria, respiratory infections and diarrhoea are the major health problems among children under 5.⁵ Helminth and schistosomiasis constitute a major public health problem, particularly in rural areas and among school-age children; no nationwide data is available.
6. A study carried out by the World Health Organization (WHO) and NaNA in 1999 showed that the total goitre rate for endemic areas was 16.3 percent among schoolchildren aged 8–12 and that only 9 percent of the salt in the country is adequately iodized; The Gambia does not yet have legislation on salt iodization.

¹ *Situation Analysis of Women and Children in The Gambia*. UNICEF, 2001.

² UNICEF, February 2002.

³ UNICEF Multi-Indicator Cluster survey for The Gambia, 2000; VAM nutrition survey, May 2003.

⁴ *Situation Analysis of Women and Children in The Gambia*. UNICEF, 2001; WHO Consultant report SF 5932.1 Review-cum-Appraisal mission, June 2003; VAM nutrition survey May 2003.

⁵ VAM nutrition survey, 2003.



7. The incidence of AIDS is low in The Gambia compared with most sub-Saharan countries, but the number of cases is increasing: 544 were reported in 1997 and 1,000 in 1999. Women account for the highest proportion of AIDS patients, which emphasizes the need to increase sensitization and awareness on HIV/AIDS issues, especially for women. Evidence of HIV/AIDS infection is reported to be low in men and women under 20.

Education

8. Enrolment rates in primary schools are low. Progress has been noted, however, particularly among girls, as a result of recent initiatives by the Government and development partners to promote girls' education. The Education for All 2000 Assessment Report showed that in 1998–1999 the gross enrolment ratio (GER) was 75 percent in grades 1–6 of formal education and 10 percent in Madrassah schools, giving a GER of 84 percent at primary level, compared with 59 percent in 1991–1992. During the same period, GER for boys rose from 70 percent to 78 percent, and for girls 47.9 percent to 65.6 percent; because these figures exceeded the targeted 65 percent at midterm, the Government revised the GER target to 90 percent by the end of 2003.
9. High repetition rates in the education sector have been steadily falling from 14.9 percent in 1991–1992 to 10.6 percent in 1997–1998. Repetition among girls fell from 14.5 percent in 1991–1992 to 10.5 percent in 1997–1998, and among boys from 15.2 percent to 10.6 percent. Repetition was higher among boys than girls in grade 6 in all years except 1996–1997. The Revised Education Policy aims to achieve repetition rates of less than 4 percent by 2005.
10. School drop-outs before completion of grade 5 increased by 14.4 percent from 11.7 percent in 1991–1992 to 26.1 percent in 1997–1998. There is hence need to ensure that children get to school and that they stay in school long enough to complete primary education.
11. The Government has achieved almost equal enrolment for girls and boys in primary schools in most regions and, with support from partners, has put in place initiatives such as scholarship funds and free education for girls to reduce drop-out rates in the higher grades.
12. Literacy has improved since the 1993 census: the Multiple Indicator Cluster Survey of 2000 showed literacy rates of 48 percent for men and 36 percent for women; 52 percent of the urban population were literate, but only 25 percent of the rural population; only 13 percent of rural women were literate. Low literacy among women is mainly the result of poverty and low participation in literacy programmes. Adult education is therefore an important strategy for reducing illiteracy and has been identified by the Department of State for Education as a priority action in poverty reduction, as indicated in the Poverty Reduction Strategy Paper (PRSP) for The Gambia.
13. Early childhood development (ECD) is provided by communities or through the private sector; the Government's role is limited to coordination and supervision of service delivery. Access to ECD is only 46 percent for urban children, and less than 17 percent for rural children (Education for All [EFA] 2000 Assessment) because of widespread poverty.



TABLE 1: PREVIOUS WFP ASSISTANCE TO THE EDUCATION SECTOR IN THE GAMBIA			
Name of project	Period	Total WFP cost (US\$)	Beneficiaries
School feeding (original phase)	1970–1976	2 126 857	21 000
School feeding (Exp. 1)	1976–1979	1 636 052	27 000
School feeding (Exp. 2)	1979–1982	3 212 100	25 000
School feeding (Exp. 3)	1982–1987	8 978 300	46 000
School feeding (Exp. 4)	1987–1990	10 810 479	87 000
School feeding (Exp. 5)	1990–1994	13 143 250	92 000
Transitory school feeding project	1998–1999	2 328 748	96 000
Community-based school feeding programme (Exp. 1)—current project	1999–2004	9 925 387	120 000

14. The current project was approved for five years by the WFP Executive Board in March 1999. The June 2003 appraisal mission noted that national enrolment in primary schools for 2001–2002 showed a GER of 75 percent; attendance rates ranged from 87 percent to 99 percent in some of the schools visited. The project had therefore reached and exceeded the target of increasing school enrolment in rural areas to 70 percent. Future WFP assistance will need to seek ways to involve communities more actively in managing the project.
15. In 2001, The Gambia benefited from the United States-sponsored Global Food for Education Initiative (GFEI). The additional commodities made it possible to assist 95 more schools, increasing the number of beneficiaries from an annual average of 60,000 to 120,000.
16. The Gambia was among the nine Sahel countries participating in a ministerial conference in Dakar in September 2003 to tackle EFA in food-insecure rural areas by providing all school-age children with a package of school feeding and complementary inputs in health, nutrition and basic education support. The meeting adopted a declaration on the “Alliance for Action on School Feeding, Health and Basic Education for the Sahel, 2003–2015”.
17. This new project is among the first WFP-assisted education projects conceived after the Dakar conference, reflecting the main components of the Alliance strategy in terms of operational collaboration (see paragraphs 37, 38 and 76) and coordination (see paragraphs 39, 55 and 80).
18. A June 2003 review and appraisal mission led by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and supported by a WHO nutritionist, a national education expert and the WFP country office concluded that WFP food assistance to school feeding in The Gambia was still needed and recommended a three-year bridging food-for-education project, which will include components in the basic education sector on a pilot basis. The mission noted that in spite of implementation problems school feeding is well known among communities. The Government included school feeding in the EFA/Fast Track Initiative (FTI) to meet targets in basic education and has requested WFP



to continue its assistance to public primary and selected Madrassah schools and pre-school and literacy centres in targeted areas.

PROJECT OBJECTIVES AND OUTPUTS

Long-Term Objective

19. The long-term objective is to contribute to achieving EFA and Millennium Development Goal (MDG) targets in the new Government Education Policy 2004–2015 of ensuring that all boys and girls complete a full course of primary schooling and that adult literacy rates, especially among women, are improved by 2015.

Immediate Objectives

20. During 2004–2007, WFP support will contribute to:
- increasing enrolment in targeted schools;
 - maintaining regular attendance in targeted schools;
 - reducing drop-out rates between grades;
 - increasing primary completion rates in targeted schools;
 - promoting ECD in selected pre-schools; and
 - increasing enrolment, regular attendance and examination pass rates for participants in literacy programmes, particularly women.

Expected Outputs

21. The expected outputs are:
- provision of one meal a day for 199 days per year for an annual average of 124,864 pupils at selected primary and Madrassah schools recognized by the Department of State for Education and 15,608 children in selected community-run pre-schools in rural areas;
 - provision of a dry take-home family ration at the end of the training period of 50 days per year for an annual average of 4,422 adults, particularly women, enrolled in literacy classes; and
 - provision of one monthly take-home ration for an annual average of 936 cooks for 10 months each school year.

ROLE AND MODALITIES OF FOOD AID

Functions

22. WFP food aid will enable poor households to invest in human capital through primary education and functional literacy training. Food aid will:
- be an incentive for enrolment and regular attendance and contribute to reducing drop-out rates to ensure completion of primary education;
 - encourage entry and retention of children in pre-schools for transition to primary education;



- be an incentive for adults to enrol in and complete literacy training; and
- provide an income transfer to parents of children attending schools and volunteer cooks in food-insecure areas.

Food Inputs and Commodity Justification

23. Total food requirements for the project for the three-year period are estimated to be:

	mt
rice	10 980
pulses	2 520
vegetable oil	925
iodized salt	255
Total	14 680

24. These will be provided for school lunches; adults enrolled in literacy programmes will receive family take-home rations of rice and vegetable oil at the end of each training cycle. Volunteer cooks will receive monthly rations of rice during the school year.

TABLE 2: RATIONS BY ACTIVITY							
Activity	Food basket ration level (g)						
	Rice	Pulses	Oil	Salt	Fat	Protein	Kcal
School meals	100	30	10	3	11	15	550
Take-home rations							
- Literacy learners (family rations/5)	2 000		125				
- Cooks (monthly)	50 kg						

25. The school ration provides 25 percent of daily energy requirements, 37 percent of protein and 10 percent of fat, which are within the range recommended in the WFP/UNESCO/WHO handbook. Commodities have been selected on the basis of local consumption patterns—rice is the staple—and in the case of take-home rations the income transfer value of the ration. Iodized salt has been included as recommended by the appraisal mission to address iodine-deficiency disorders in school-age children.

Food Aid Modalities

26. School meals for children will be prepared and served during the mid-morning break, or at the start afternoon classes for double-shift schools. Additional green vegetables, fruit, groundnuts and condiments will be provided by parents in cash and in kind or by school gardens. Providing an incentive to volunteer cooks will commit them to respecting the times for preparing and serving school meals.
27. Beneficiaries of take-home rations will be based on a 90 percent attendance rate, to be verified through attendance registers.



28. Food management committees (FMCs) will be set up in assisted institutions. WFP and its government counterpart or other stakeholders will provide training for cooks and FMC members. Parents' contributions to school canteens will be promoted through parent-teacher associations (PTAs) and FMCs. A simple illustrated guide to school feeding and food management will be produced and distributed to schools and literacy centres.

PROJECT STRATEGY

Implementation Strategy

29. A plan of operations will be signed between WFP and the Department of State for Education as the main executing authority. The technical aspects of project implementation will be delegated to the project management office, designated as the School Agriculture and Food Management Unit (SAFMU) responsible for coordination and project management.
30. The next education policy will re-examine management of the sector as a whole, so a management structure for SAFMUs that will enable them to run the pilot activities will be considered and resourced. It will require strong leadership capable of forward planning in all aspects of project design and implementation and in collection and analysis of data to enhance monitoring and food-stock management.
31. Implementation of this component will be based on a decentralized management structure. The following tasks will be supervised by SAFMU at the central level:
- compiling twice-yearly reports on enrolment, drop-out and attendance rates among schoolchildren and literacy students, and on government expenditure on beneficiary institutions;
 - compiling quarterly attendance reports for WFP based on monthly returns sent by field coordinators;
 - preparing for WFP quarterly food and non-food requirements of beneficiary institutions;
 - arranging monthly meetings with the WFP country office and quarterly meetings with the advisory committee of partners and donors to identify obstacles and corrective measures; and
 - organizing monitoring visits to schools, monthly with WFP and periodically with other units of the Department of State for Education.
32. At the regional level, the ongoing decentralization of regional education offices will enable them to be more involved in the project at field level. The project will be supervised by regional directors, assisted by field coordinators; two full-time field coordinators per region will be assigned by the Department of State for Education as decentralized SAFMU members to work with the regional directors. WFP may consider providing the field coordinators with motorcycles to facilitate monitoring of assisted schools. The tasks of field coordinators will include:
- monitoring project activities at regional level, in particular the feeding and literacy programmes and school gardens;
 - preparing monthly reports on food management, implementation bottlenecks and achievements;



- compiling bi-annual implementation reports for SAFMU;
 - visiting to new schools requesting inclusion in the programme and reporting to SAFMU and WFP for consideration; and
 - preparing annual budgets for their tasks.
33. Annual project review meetings will be organized at convenient places for field coordinators to follow up implementation, take corrective measures and review management capacity and performance in different regions.
34. WFP will consider recruitment of a junior professional officer to be assigned to the country office to support project management, particularly advocacy and monitoring.
35. The country office will consider maintaining the outposted office in the warehouse complex in Kanifing, to be headed by a United Nations volunteer; this will ensure follow-up and coordination of the project in the field and will assist education counterpart staff in food management, monitoring, data analysis and reporting.
36. At schools, the project will be implemented by head teachers, assisted by teachers and supervised by FMCs, which will be composed of teachers, students and PTA representatives. Each FMC will be encouraged to have 50 percent of women members; women cooks will be encouraged to sit in committees. The FMCs will arrange for construction of fuel-saving stoves in kitchens and provision of water, condiments, firewood and kitchen maintenance. Voluntary cooks will be designated by the community after consultation with the FMC.
37. The Government attaches great importance to promoting garden and farm activities in schools. Each beneficiary school will be encouraged to develop a school garden and farming activities to complement the food provided by WFP and as teaching aids for agriculture and nutrition education; this will be done in partnership with the Food and Agriculture Organization of the United Nations (FAO) and NGOs, providing seeds, tools and technical expertise.
38. The pilot deworming programme, initiated in 2001 with funding from the Canadian International Development Agency (CIDA), made it possible for 46,703 children in 150 primary schools in two regions to receive treatment for helminth infections and schistosomiasis. This activity, funded through the project's other direct operating costs (ODOC), will be extended in regions with high prevalence of worm infestation among schoolchildren under the UNICEF/WFP minimum-package partnership on Optimizing Health and Nutrition Interventions in Schools in The Gambia. Collaboration with WHO and the Department of State for Health and Social Welfare will be strengthened and extended to selected NGO partners and national health agencies; this will include systematic deworming, health, nutrition and hygiene education and access to clean water and sanitation.
39. The project will be implemented under the ownership and coordination of the Government and as part of the EFA/FTI strategy. WFP and other United Nations agencies, bilateral donors and NGOs will support the Government in this endeavour.

Pilot Activity to Support Literacy Centres

40. Selected NGO partners organizing functional literacy activities targeting rural women and men, particularly young adult women, will be considered for inclusion in the feeding programme. Family take-home rations will be distributed to all deserving beneficiaries at the end of each 50-day programme cycle.



Food Logistics

41. WFP commodities will be shipped to the port in Banjul, then cleared and transported to WFP warehouses in Kanifing and extended delivery points (EDPs) by WFP-contracted forwarding agents. WFP will consider local or regional purchases of rice, pulses and iodized salt whenever production is good and prices competitive. SAFMU and WFP will arrange transport of food to beneficiary institutions according to jointly approved plans and the quarterly requirements of each beneficiary institution.
42. WFP will contract private transporters to ensure safe transport of food and non-food items from project warehouses to beneficiary institutions, where they will be stored until distribution to beneficiaries. The estimated landside transport, storage and handling (LTSH) cost is US\$39/mt.

Generated Funds

43. No funds will be generated in this project, but part of the surplus produced by the school gardens and not used for school meals will be sold, and the proceeds used to supplement WFP rations and to develop farming activities. Voluntary contributions from communities and external sources will be managed and accounted for by FMCs.

Phasing Out

44. Given past experience of phasing out in The Gambia and considering the targeting already approved for the project, a comprehensive phasing-out strategy cannot be envisaged at this time, but WFP will, in consultation with the Government, continue vulnerability analysis and mapping (VAM) to monitor socio-economic and nutritional conditions among school-age children in food-deficit regions. Based on annual VAM and in line with the FTI proposal, the project will focus on the most deprived regions and will consider eventual phase out in schools that have high enrolment and reduced drop-outs; the Government calls such schools “growth centres”.
45. The Department of State for Education will include in its new policy a strategy whereby communities or the private sector gradually take over school feeding in the growth centres, with food supplements from school gardens and farms. WFP will maintain regular consultations with the Government to determine its capacity to create canteens in schools where WFP assistance will be terminated, and if necessary provide technical or non-food support.

BENEFICIARIES AND BENEFITS

46. The project will support annually:
 - 124,864 students at selected primary schools;
 - 15,608 children in selected pre-schools;
 - 4,422 adults enrolled in literacy classes; and
 - 936 cooks.



47. The planned total of beneficiaries for the first year will be 140,150, with a subsequent increase of 4 percent per year. By the end of the project, 151,586 beneficiaries should be covered, an average of 145,830 per year. The project will each year reach 65 percent of children in primary schools, including children in selected Madrassah schools in food-insecure areas approved by the Government and counted in the GER that have never benefited from WFP food assistance. The project has the potential to attract 23,000 school-age rural children who are still out of school.

Targeting

48. The project will be implemented in the poorest and most food insecure divisions identified by VAM and WFP's April/May 2003 nutrition survey—the North Bank, Lower River, Central River, Upper River and the Foni districts in the Western Division—which are characterized by low enrolment and adult literacy rates, particularly among women.
49. The new project will target pre-schools annexed to existing lower basic schools (grades 1–6) or Basic Cycle centres (grades 1–9) and selected Madrassah schools. Beneficiary schools will be selected on the basis of the following criteria:
- readiness of schools, parents and communities to form an FMC;
 - willingness of parents and communities to support the feeding project;
 - availability of water at a reasonable distance from the schools;
 - adequate sanitation facilities, including separate toilets for girls if possible;
 - adequate safe food storage in or near the school;
 - kitchens with adequate cooking and serving utensils; and
 - adequate classrooms and qualified teachers.
50. Only pre-schools annexed to selected primary schools will be included in the project. The same criteria apply to Basic Cycle centres. Madrassah schools will be selected on a case-by-case basis after verification visits to ensure that they are operating according to the guidelines set by the Department of State for Education—English teachers posted by the department, following the formal school curriculum, operating in a classroom setting and ranked among GER schools.
51. All enrolled students in selected schools will benefit from the feeding programme, in line with the Operational Guidelines for WFP Assistance to Education and the School Feeding Manual.
52. NGO partners providing literacy classes will be selected on the following criteria:
- at least three years experience in delivering literacy classes in rural areas;
 - institutional capacity to implement the project and availability of human and financial resources to cover the educational and technical costs of the programme; and
 - location in the regions selected for the project.
53. Priority will be given to the Department of Community Development in the Department of State for Local Government and NGO partners, for example the Trust Fund for Rural Development (TARUD), operating in rural areas with low enrolment at schools and literacy centres and of girls and women between 15 and 40. The NGOs will present a programme of activities including functional literacy and numeracy, life skills, income-generating activities, micro-credit and saving schemes, health, nutrition and childcare, agriculture and livestock farming. Special attention will be given to activities



aimed at increasing awareness of and sensitization to HIV/AIDS. Women farmers' associations and groups receiving support through the FAO Special Food Security project who participate in literacy programmes will automatically benefit from the project, provided they meet the criteria. A Memorandum of Understanding will be signed with all selected partners.

Anticipated Effects of the Project on Women

54. Women are actively involved in agriculture and economic activities in rural areas. Considering women's poor educational and economic status, the project will provide opportunities to acquire skills and the empowerment to manage their changing role as caregivers. The literacy component target will be 60 percent women; lessons will be designed to meet their needs. NGO partners organizing literacy classes will be flexible as to locations and times to attract and retain more women.

PROJECT SUPPORT

55. The Government will support the project through a gender-balanced counterpart staff at central and regional levels of SAFMU. The project management office will establish a budget of government contributions estimated at US\$909,611 for three years to include SAFMU staff and headteachers' salaries, running costs and purchase and maintenance of equipment. The budget breakdown will be outlined in the plan of operations.
56. The project emphasizes the importance of creating linkages between school feeding and other complementary programmes to enhance the impact of school feeding and address issues such as the quality of education, HIV/AIDS awareness and the health and nutrition status of school-age children. WFP will therefore ensure that the project is implemented in partnership with the Government, United Nations agencies and NGOs.
57. Through SAFMU, FAO and selected NGO partners will support school farms and gardens and create an enabling environment for children to learn about food production and use. One of the new partnerships is between WFP and TPG, the Dutch Post Group, which started in The Gambia in April 2003. The programme will contribute to the project by strengthening collaboration between WFP, the Department of State for Education and communities through activities to be identified and undertaken in schools by TPG volunteers.

Landside Transport, Storage and Handling

58. Because The Gambia is a least-developed country, it is proposed that WFP should pay for internal transport, storage and handling (ITSH) costs for food deliveries from the port to EDPs and final distribution sites at US\$39 per mt; the rate will be reviewed each year and adjusted as necessary. ITSH will cover WFP warehouse staff and supporting costs, maintenance and upkeep of warehouses, food handling and equipment.

Monitoring and Evaluation

59. During the 2001–2002 academic year, a baseline survey was conducted in 20 percent of WFP-assisted primary schools under GFEI. Using this experience, a more comprehensive baseline survey using the same tools will be conducted during the current school year to determine the starting point for measuring achievable indicators for each component of the project.



60. A monitoring and evaluation (M&E) system covering the school feeding, pre-schools and literacy components will be established as in the logical framework; staff will be trained to use the system. Field coordinators assisted by SAFMU and regional education directors will monitor achievements in the regions. Joint field visits will be carried out monthly by SAFMU staff, regional field coordinators and WFP staff.
61. Data based on selected performance indicators and disaggregated by gender will be collected at the school level by field coordinators and regional education staff according to M&E requirements.
62. The following indicators will be used to monitor achievement of immediate objectives:
 - enrolment by gender at assisted schools;
 - average monthly attendance by gender;
 - drop-out rates and with reasons, by gender;
 - completion rates at assisted schools, by gender;
 - number of children who benefit from meals, by gender and category;
 - enrolment in literacy programmes, by gender;
 - average monthly attendance in literacy programmes, by gender;
 - examination pass rates in literacy programmes, by gender; and
 - amount of food delivered to each school and centre and utilized during distribution.
63. Monitoring reports on enrolment, attendance and achievements at literacy classes will be prepared and submitted to SAFMU, with copies to regional directors. School records will be submitted monthly to SAFMU through regional directors with an overview report; WFP will receive copies of the reports and a compilation of the basic indicators at the end of each term. This system will facilitate preparation of distribution plans by SAFMU for forthcoming terms and approval of requests for changes in beneficiary numbers submitted by regional offices. Progress reports on project inputs, outputs and achievements based on quarterly monitoring in the region will be prepared by SAFMU every three months and sent to the country office.
64. The advisory committee of representatives from the Government, WFP, other United Nations agencies and NGOs will continue to meet quarterly; the committee is expected to adopt a more results-oriented approach by organizing periodic visits to schools and literacy centres to meet parents and beneficiaries. The visits will be coordinated with meetings of the monthly Coordination Committee Meeting (CCM), established by the Department of State for Education, chaired by the Permanent Secretary and comprising all partners involved in the education sector; meetings to review educational activities are rotated among the regions. During CCMs, selected schools are visited by the teams. WFP will be encouraged to participate in CCMs and advise the Government on school feeding.
65. During the project a technical review and appraisal will be conducted to assess the effects on beneficiaries and determine progress towards targets in basic education, health and nutrition and EFA and MDG targets, using existing quantitative and qualitative information gathered by UNICEF, NaNA and FTI. The results will determine the scope and level of assistance during formulation of a subsequent five-year project.



66. Training-of-trainers workshops will be organized and funded by WFP and the Government, focusing on M&E and food management for SAFMU staff, field coordinators and NGO partners and communities organizing pre-school and literacy activities. The participants will in turn train and sensitize school personnel, FMCs, parents and cooks on the role and utilization of WFP food.

PROJECT FEASIBILITY AND SUSTAINABILITY

Technical Feasibility

67. The appraisal mission ascertained that the Government had the technical expertise and the staff to carry out project activities. The main requirement is to enhance the performance of project-management office staff with strong leadership and permanent staff to manage the new components.
68. WFP will assist targeted rural schools in vulnerable food-insecure regions where demand for schooling is high and where school feeding will attract and retain the majority of children in schools.
69. The project will: (i) encourage parent and community involvement with the understanding that food aid through school feeding and literacy education programmes is providing only short-term relief to food-security needs; (ii) raise awareness of the importance of children's education and adult literacy training; and (iii) attract the attention of educational authorities to the most disadvantaged regions, which are in dire need of support.
70. The Government has reaffirmed through its education policy that priority will be given to free access to quality primary education for all children. The Government will support the school feeding project and related activities by ensuring that schools have qualified teachers and sufficient equipment, supplies and classrooms to accommodate increased enrolment.
71. Government projects are underway to construct additional classrooms and buildings in response to the increase in school enrolment at all levels; these will be supported by donors, United Nations agencies, NGOs and communities providing safe water and facilities for food storage, kitchens, sanitation with separate latrines for girls and staff quarters.
72. Literacy classes will be held at the same locations as primary schools if they are in villages. Lessons will be based on practical teaching aimed at providing functional learning skills for adults with little or no formal schooling; course materials and textbooks will be provided by implementing NGOs, the Government and other partners.

Social Viability

73. The project will encourage greater participation by parents and communities to increase their responsibilities in running the school feeding project, leading to ownership and sustainability. This will require frequent sensitization and mobilization of partners, particularly in areas where girls' education and women's literacy activities are weak or problematic.
74. Consistent presence of volunteer cooks is essential to preparing school meals regularly and on time. Parents and community contributions of fuelwood, condiments, water and possible payments for cooks will be given high priority.



RISKS

75. The ongoing school feeding project has identified operational weaknesses and is establishing mechanisms and skilled staff to reduce the risk of poor implementation of the new project. The project could attract too many children, and schools may encounter difficulties in responding quickly to high demand. Close collaboration with the Department of State for Education and other partners will be necessary to minimize risks.
76. Political instability in Liberia, Sierra Leone, Guinea Bissau and southern Senegal may result in influxes of refugees with school-age children.

Environment

77. Preparing school meals requires fuelwood, which is scarce because of deforestation and recurrent drought. The Department of State for Education will follow up efforts by the Swedish NGO Future In Our Hands to construct and promote the use of fuel-saving stoves in school kitchens. FAO, IFAD and NGOs will encourage the growing of woodlots at and near schools, particularly through linkages with the school farms and gardens programme; WFP will try to provide foods such as split peas that require limited cooking time. WFP and SAFMU will produce an illustrated school feeding booklet with the support of local nutrition agencies and NGOs that will include instructions for using low-cost fuel-saving stoves.

DISINCENTIVES, DISPLACEMENT AND DEPENDENCY

78. The Gambia is prone to recurrent droughts that result in crop failure. In a normal year, only half of national food requirements are met. The Government relies on imported food, including an average 120,000 mt of cereals per year. Depreciation of the local currency against foreign currencies limits poor rural people's access to basic food commodities at most times of the year.
79. The quantity of food assistance allocated under the project is too limited and widespread to cause market disturbances. This also applies at the village level, where food availability and access are limited even during successful agricultural campaigns.

COORDINATION AND CONSULTATION

80. There were extensive consultations during the appraisal mission and project preparation with the other United Nations agencies, Government departments and NGOs in the education sector. The project, proposed for a three year period to harmonize with the current UNDAF cycle ending in December 2006, addresses government concerns and supports the UNDAF focus on The Gambia that seeks to strengthen the most economically disadvantaged sectors—agriculture, education and health—and vulnerable areas.
81. WFP will collaborate with UNICEF, WHO, FAO, IFAD, AfDB, NGOs and stakeholders to forge an alliance for action in school feeding through strategies that promote health and sanitation at schools, ECD, deworming, farm and garden activities and adult literacy. The Plan of Operations to be signed by the Government and WFP and the Memoranda of Understanding with partners and communities will outline modalities and the roles of all parties.



RECOMMENDATION OF THE EXECUTIVE DIRECTOR

82. For the Development project “Support to Basic Education in Rural Vulnerable Regions” proposed for The Gambia during 2004–2007, the Executive Director requests the Executive Board to approve, within the limits of available resources, US\$6,005,537 to cover all basic direct operational costs.



ANNEX I

PROJECT COST BREAKDOWN			
	Quantity (mt)	Average cost per mt	Value (US\$)
WFP COSTS			
A. Direct operational costs			
Commodity ¹			
– Rice	10 980	205	2 250 900
– Pulses	2 520	312.5	787 500
– Vegetable oil	925	630	582 750
– Salt	255	100	25 500
Total commodities	14 680		3 646 650
External transport		101.04	1 483 267
Total LTSH		39	572 520
Other direct operational costs			303 100
Total direct operational costs			6 005 537
B. Direct support costs (see Annex II for details)			
Total direct support costs			466 564
C. Indirect support costs (7%)			
			453 047
TOTAL WFP COSTS			6 925 148
¹ This is a notional food basket used for budgeting and approval purposes. The mix and quantities of commodities, as in all WFP-assisted projects, may vary depending on availability.			



ANNEX II

DIRECT SUPPORT REQUIREMENTS (US\$)	
Staff	
National general service staff	52 564
International consultants	40 000
National consultants	21 000
United Nations volunteers (UNV)	99 000
Temporary assistance	10 000
Overtime	3 500
Staff duty travel	29 000
Staff training and development	15 500
Subtotal	270 564
Office expenses and other recurrent costs	
Rental of facility	17 000
Utilities (general)	9 500
Office supplies	10 000
Communication and IT services	24 500
Insurance	5 200
Equipment repair and maintenance	14 300
Vehicle maintenance and running cost	23 000
Other office expenses	5 000
United Nations organization's services	20 000
Subtotal	128 500
Equipment and other fixed costs	
Vehicles	40 000
TC/IT equipment	10 000
Furniture, tools and equipment	17 500
Subtotal	67 500
TOTAL DIRECT SUPPORT COSTS	466 564



ANNEX III

MATRIX FOR THE GAMBIA DEVELOPMENT PROJECT—"SUPPORT TO BASIC EDUCATION IN RURAL VULNERABLE REGIONS"		
Hierarchy of results	Performance indicators	Assumptions/risks
<p>Impact</p> <p>Contribute to achieving EFA/MDG goals in the Government's Education Policy (2004–2015) of ensuring that all boys and girls complete a full course of primary schooling and that adult literacy rates, especially those of women, are improved by 2015</p>	<ul style="list-style-type: none"> ➤ National gross and net enrolment rates, by gender ➤ National attendance rate, by gender ➤ National primary cycle completion rate, by gender 	<ul style="list-style-type: none"> ➤ Continued government commitment to national EFA targets by providing adequate national budget for education facilities, teacher training, salaries etc. ➤ Economic performance and political and security situation remain stable through the duration of the project
<p>Outcomes</p> <p>1. a) Gross enrolment rate at targeted schools increased to 98 percent by the end of the project</p> <p>b) Net enrolment rate in selected schools increased to 75 percent by the end of the project</p> <p>c) Attendance rate at targeted schools increased to 95 percent by the end of the project</p> <p>d) Completion rate at targeted schools increased to 76 percent by the end of the project</p> <p>e) Drop-out rates reduced to 4 percent by the end of the project</p>	<p>a) Gross enrolment rate disaggregated by gender and grade</p> <p>b) Net enrolment rate in selected schools disaggregated by gender and grade</p> <p>c) Attendance rate disaggregated by gender and grade</p> <p>d) Completion rate disaggregated by gender</p> <p>e) Drop-out rate disaggregated by gender and grade</p>	<ul style="list-style-type: none"> ➤ Reliable monitoring and evaluation systems are in place at all government levels ➤ Adequate and timely support of other government partners to the education sector
<p>2. a) Enrolment rate in targeted literacy centres increased by 10 percent by the end of the project</p> <p>b) Attendance rate in targeted literacy centres increased to 80 percent by the end of the project</p> <p>c) Examination pass rates in targeted literacy centres increased to 60 percent by the end of the project</p>	<p>a) Enrolment rate by gender and age group</p> <p>b) Attendance rate by gender and age group</p> <p>c) Examination pass rate by gender and age group</p>	
<p>3. a) Enrolment of children in targeted pre-schools increased to 25 percent by the end of the project</p>	<p>a) Enrolment rate disaggregated by gender</p> <p>b) Completion rate disaggregated by gender</p>	



MATRIX FOR THE GAMBIA DEVELOPMENT PROJECT—"SUPPORT TO BASIC EDUCATION IN RURAL VULNERABLE REGIONS"		
Hierarchy of results	Performance indicators	Assumptions/risks
b) Completion rate at targeted pre-schools increased to 85 percent by the end of the project		
Output 1. 120,000 pupils in 2004, 124,800 pupils in 2005 and 129,792 pupils in 2006 in targeted schools received one meal per school day 199 feeding days achieved per year	<ul style="list-style-type: none"> ➤ Number of pupils, by gender and grade, receiving food aid ➤ Number of feeding days ➤ Quantity of food supplied, compared to an expected tonnage of 3,417 mt (2004), 3,554 mt (2005) and 3,695 mt (2006) ➤ Quality of food commodities and meals served corresponds to standards of hygiene and nutrition ➤ Delivery of food items corresponds to distribution plan 	<ul style="list-style-type: none"> ➤ Food aid considered as an incentive to get children and adults into primary schools/literacy programmes ➤ Communities are aware of the importance of basic education ➤ No interruption in the academic year
2. 4,250 adults in 2004, 4,420 adults in 2005 and 4,597 adults in 2006 received dry take-home rations at the end of the literacy training period	<ul style="list-style-type: none"> ➤ Number of beneficiaries by gender and age group ➤ Quantity of food supplied, compared to an expected tonnage of 452 mt (2004), 470 mt (2005) and 489 mt (2006) ➤ Delivery of food items corresponds to distribution plan 	
3. 15,000 children in 2005, 15,600 children in 2005 and 15,224 children in 2006 in targeted pre-schools received one meal per pre-school day 199 feeding days per year achieved	<ul style="list-style-type: none"> ➤ Number of children, by gender and age group, receiving food aid ➤ Number of feeding days ➤ Quantity of food supplied, compared to an expected tonnage of 429 mt (2004), 445 mt (2005) and 465 mt (2006) ➤ Quality of food commodities and meals served corresponds to standards of hygiene and nutrition 	

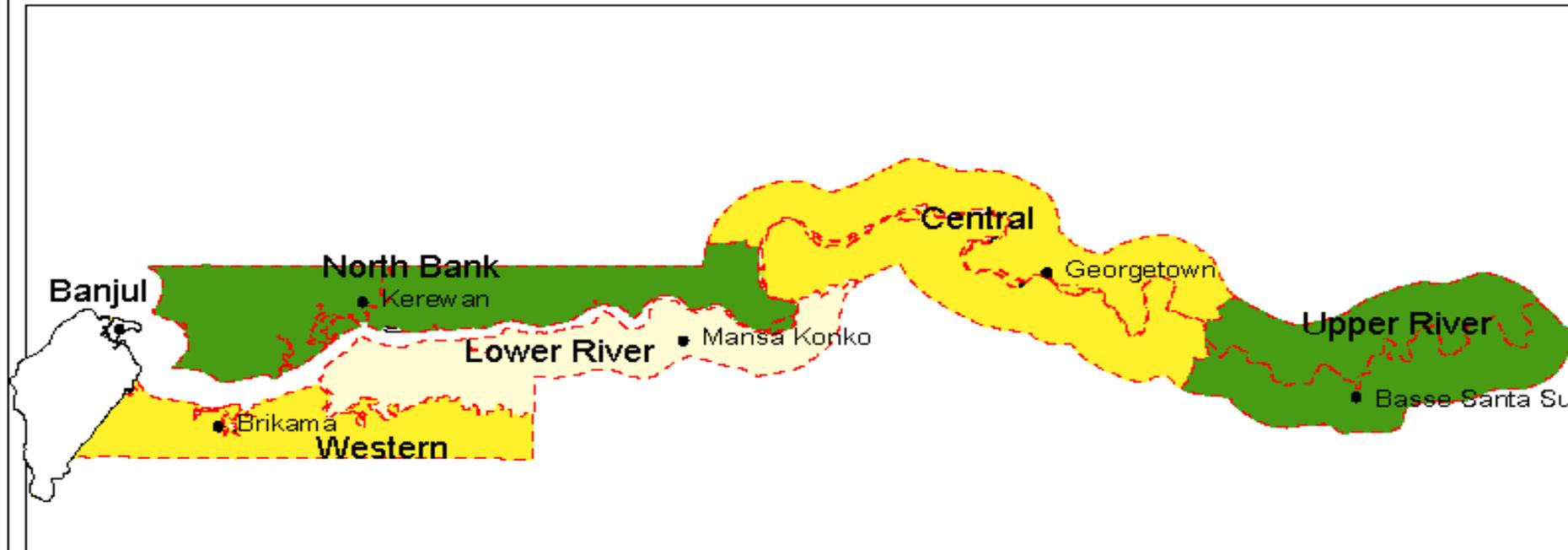


MATRIX FOR THE GAMBIA DEVELOPMENT PROJECT—"SUPPORT TO BASIC EDUCATION IN RURAL VULNERABLE REGIONS"		
Hierarchy of results	Performance indicators	Assumptions/risks
	<ul style="list-style-type: none"> ➤ Delivery of food items corresponds to distribution plan 	
Activities <ul style="list-style-type: none"> ➤ Conduct baseline surveys for each category. ➤ Identify schools and literacy centres to participate in the project. ➤ Mobilize, sensitize and engage communities, especially parents, in the implementation of the feeding programme. ➤ Deliver food items and provide non-food items based on needs. ➤ Train government counterparts, teachers and communities in their roles and responsibilities in line with project requirements. ➤ Identify NGO partners and promote alliances in health and nutrition activities. ➤ Promote school farms and gardens. ➤ Expand current deworming activities. ➤ Monitor project activities regularly to improve implementation and achieve expected results. ➤ Collect field reports and analyse data. 	<ul style="list-style-type: none"> ➤ Financial resources mobilized by WFP. Government and partners as per budget plan to support planned activities. ➤ Food commodities provided by WFP. ➤ Non-food items provided by WFP. ➤ Complementary food, water and firewood supplied by parents and communities. ➤ Financial resources provided for training from WFP ODOC funds and Government. ➤ Infrastructure, equipment and materials provided—vehicles, computer equipment, buildings constructed, etc. ➤ Human resources—UNVs, JPO, teachers, consultants, qualified field staff, community leaders, etc. ➤ Seeds, tools and technical expertise provided by FAO and NGOs for gardening activities. ➤ US\$60,000 from ODOC to support deworming for an estimated 120,000 children. ➤ Reports submitted with accurate quantitative and qualitative data. 	<ul style="list-style-type: none"> ➤ Selected implementing partners efficiently carry out the tasks assigned to them. ➤ Road and weather conditions allow timely delivery of food commodities and other inputs to beneficiary institutions. ➤ There is no rupture in the food-supply pipeline. ➤ Communities are willing to play an active role in the project activities. ➤ No interruption in schools during the academic year.



""Support to Basic Education in Rural Vulnerable Regions" The GAMBIA

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Legend

- Area Targeted
- Area not targeted

Scale



VAM/ODD August 2003



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

CCM	Coordination Committee Meeting
CIDA	Canadian International Development Agency
ECD	early childhood development
EDP	extended delivery point
EFA	Education for All
FAO	Food and Agriculture Organization of the United Nations
FMC	food management committee
FTI	Fast Track Initiative
GDP	gross domestic product
GER	gross enrolment ratio
GFEI	Global Food for Education Initiative
LTSH	landside transport, storage and handling
MDG	Millennium Development Goal
MoU	Memorandum of Understanding
NaNA	National Nutrition Agency
NGO	non-governmental organization
ODOC	other direct operational costs
PTA	parent-teacher association
PRSP	Poverty Reduction Strategy Paper
SAFMU	School Agriculture and Food Management Unit
SPA/II	Strategy for Poverty Alleviation II
TARUD	Trust Agency for Rural Development
TPG	T & T Post Group
UNDAF	United Nations Development Assistant Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNICEF	United Nation's Children Fund
VAM	vulnerability analysis and mapping
WHO	World Health Organization

