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**Executive Board
Annual Session**

Rome, 4–8 June 2012

PROJECTS FOR EXECUTIVE BOARD APPROVAL

Agenda item 9

For approval



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DEVELOPMENT PROJECTS — THE GAMBIA 200327

Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme

Number of beneficiaries	102,131
Duration of project	4 years (2012–2016)
WFP food tonnage	12,417 mt
Cost (United States dollars)	
WFP food cost	5,576,588
Total cost to WFP	12,698,694

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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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EXECUTIVE SUMMARY

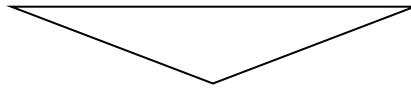
The Gambia, a least-developed and low-income, food-deficit country ranking 168th of 187 countries in the human development index, has steadily improved net school enrolment and completion rates over the past two decades and has achieved gender parity in education. However, many children still lack access to formal education. A recent government performance assessment shows that school meals contribute to improved education results and provide a safety net for populations coping with recurring shocks, both natural and related to food prices.

The Government has requested WFP support in establishing a sustainable, nationally owned home-grown school feeding programme by 2020. Building on WFP's experience of more than 40 years in the Gambia, this development project provides targeted capacity development at the central, regional and community levels, guided by recommendations from WFP's impact evaluation of the school feeding programme.

The Government and WFP will jointly implement school feeding in food-insecure and poor regions, to improve enrolment and retention in early childhood development centres and the basic education cycle. The Government will assume increasing responsibility for the project, covering 25 percent of its total costs by 2016. Collaboration with the United Nations Children's Fund will be crucial to ensure an essential package of interventions for students' health and nutrition, while the Food and Agriculture Organization of the United Nations will contribute with the promotion of school gardens and increased local agriculture production to boost local purchase of commodities.

The project is fully aligned with the Government's priorities in national and sectoral plans and with WFP Strategic Objectives 4 and 5. It contributes to Millennium Development Goal 2 and supports the 2012–2016 United Nations Development Assistance Framework.

DRAFT DECISION*



The Board approves the proposed development project the Gambia 200327 “Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme” (WFP/EB.2/2012/9-A), subject to the availability of resources.

* 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.

SITUATION ANALYSIS

1. The Gambia has a predominantly subsistence agrarian economy and is a least-developed and low-income, food-deficit country. Its population of 1.7 million people is growing by 2.7 percent a year.¹ Despite steady economic growth of 5–6 percent and improved agricultural production in recent years, 53 percent of the population lives below the US\$2 per day poverty line and the Gambia ranks 168th out of 187 countries in the 2011 human development index.
2. The high oil and food prices of 2008 led to shortages and increased rice prices. The global financial crisis of 2009 reduced tourism and remittances. Net official development assistance was US\$128 million in 2009 – US\$76 per capita.¹
3. Most domestic cereal production is from smallholder agriculture with yields of less than 1 mt/ha and large post-harvest losses. Although 75 percent of the population is employed in the agriculture sector, the Gambia relies on imports, especially of rice, the main staple.²
4. Food insecurity levels vary significantly across the country and throughout the year: a 2011 comprehensive food security and vulnerability assessment found that 11 percent of the population is food-insecure or vulnerable to food insecurity during the post-harvest period; during the July to September lean season more than half of households struggle to meet their food needs.
5. Access to food is strongly influenced by fluctuating food prices as 58 percent of income is spent on food.³ The most food-insecure and vulnerable areas are the Foni districts in West Coast region, the Baddibu districts in North Bank region, the Kiang and Jarra districts in Lower River region, and the Central River region.
6. The under-5 mortality rate has decreased to 98 per 1,000 live births,⁴ but prevalence of chronic malnutrition is 24 percent and of wasting 10 percent.⁵ North Bank, Central River and Upper River regions have the highest malnutrition prevalence.
7. The basic education cycle is divided into three phases: early childhood development (ECD) for children aged 3–6 years attending preschool; lower basic for children aged 7–13 years attending grades 1 to 6; and upper basic for children aged 14–16 years attending grades 7 to 9. *Madrassas*,⁶ which are officially recognized as part of the lower basic or basic cycle, follow the Government's curriculum and are a major component of the education sector.
8. Net enrolment in basic education increased from 46 percent in 1991 to 95 percent in 2008. However there are regional disparities, with enrolment rates of 53 percent in North Bank, 65 percent in Upper River, 80 percent in Lower River, and 91 percent in Central River.

¹ World Bank. 2011. <http://data.worldbank.org/country/gambia>

² Republic of the Gambia. 2010. *Gambia National Agricultural Investment Plan 2011–2015*. Banjul.

³ WFP. 2011. *Comprehensive food security and vulnerability assessment*. Banjul.

⁴ United Nations Children's Fund (UNICEF). 2010. www.unicef.org/infobycountry/gambia_statistics.html

⁵ Stunting of 20 to 29 percent is considered “medium”; wasting of 10 to 14 percent is considered “serious”. WHO. 1995. *Cut-off values for public health significance*. www.who.int/nutgrowthdb/en

⁶ Islamic religious schools.

9. Early Childhood Development (ECD) services used to be concentrated in urban areas and managed privately with government oversight. However, the Government recognizes the link between preschool education and performance at primary school and has committed to making four years of ECD services accessible to all. Services are guided by policy guidelines (2009–2015) and a curriculum (2008), and the Government focuses on communities where services are not available. With ECD now part of the lower basic school cycle in rural communities, gross enrolment increased from 26 percent in 2007/08 to 36 percent in 2009/10.
10. The Government’s education policy (2004–2015), Education Sector Strategic Plan (2006–2015), Agricultural Sector Strategic Plan (2011–2015) and nutrition policy (2010–2020) recognize the role of school feeding in the development process. The comprehensive development strategy, Vision 2020, outlines policies for transforming the Gambia into a dynamic middle-income country within 25 years.

PAST COOPERATION AND LESSONS LEARNED

11. WFP assistance to the Gambia started in 1970 with a community-based school feeding project; it has since expanded to provide humanitarian assistance in response to natural disasters and to assist Senegalese refugees.
12. Development project 105480 “Support to Basic Education in Rural and Urban Vulnerable Regions” (2007–2012) supported 180,000 vulnerable children in selected urban and rural primary schools, ECD centres and *madrassas* in food-insecure areas. The project aimed to increase enrolment and completion rates, maintain attendance rates, reduce drop-out rates, and develop the institutional and human resource capacities of government counterparts and communities. Complementary activities in nutrition and health education, school gardens and school infrastructure development were implemented with other United Nations agencies and partners.
13. Although resource shortfalls necessitated reduced rations and fewer feeding days, 90 percent of planned beneficiary figures were reached. A performance assessment by the Government (2012) attributed an improvement in exam scores and a 12 percent increase in the number of children passing examinations⁷ to the availability of school meals. A WFP impact evaluation (2011) found that school meals contributed to students’ minimum daily nutritional requirements and provided a significant value transfer to families, representing an average of 8.5 percent of households’ annual food consumption, increasing to 12 percent for the most vulnerable.⁸
14. To support future project design and the school feeding system, the impact evaluation recommended:
 - developing a school feeding policy and strategy leading to hand-over of school feeding to the Government;
 - providing technical assistance to develop the Government’s capacity to manage and implement school feeding, and exploring ways of transferring authority to the Ministry of Basic and Secondary Education;
 - identifying strategies for targeting the most vulnerable and food-insecure;

⁷ Ministry of Basic and Secondary Education. 2012. Performance Assessment. Banjul.

⁸ “Summary Report of the Impact Evaluation of School Feeding in the Gambia” (WFP/EB.A/2011/7-D).

- developing a policy for student contributions and assessing the appropriateness and consequences of providing school staff with school meals; and
 - advocating for the collection of data on school-age children's anthropometric status, with the National Nutrition Agency, the United Nations Children's Fund (UNICEF) and other agencies addressing the underlying causes of malnutrition.
15. In 2011, a school feeding forum – including government counterparts, non-governmental organizations (NGOs), donors, other United Nations agencies and the private sector – recommended the creation of a national inter-ministerial task force to guide the transition to a nationally owned and sustainable school feeding programme. This will require consultation, financial commitment, capacity development and a strong resource mobilization plan.
16. WFP has experience of handing over school feeding programmes in 31 countries. Successful school feeding requires: i) a nationally led programme backed by political will and strong policy statements; ii) sound analysis of the country context, leading to well-targeted and well-designed programmes; iii) a planned management transition to national ownership and management; and iv) local food procurement, food processing and fortification.⁹
17. Through vulnerability analysis and mapping (VAM) across the Gambia, WFP contributed to enhanced coordination among sectors, resulting in the establishment of a country-wide food security and market monitoring system. VAM is a useful tool for improved targeting of WFP and partner interventions in food security and nutrition.
18. Local purchases of salt created employment for rural households, generated income for small-scale salt producers, and promoted the iodization of salt. This successful incorporation of local production and purchase into school feeding provides a model for local purchases of other food products in the Gambia.

STRATEGIC FOCUS OF THE DEVELOPMENT PROJECT

19. The 2011 impact evaluation and comprehensive food security and vulnerability assessment, along with market assessments, have informed the design of this development project 200327, which contributes to United Nations Development Assistance Framework (UNDAF) 2012–2016 objective 2 and outcome 5,¹⁰ Millennium Development Goal 2,¹¹ and WFP Strategic Objectives 4 and 5.¹²

⁹ WFP. 2009. *Learning from Experience: Good Practices from 45 Years of School Feeding*. Rome.

¹⁰ UNDAF objective 2 – Improved access to quality basic social services with particular attention to the vulnerable and marginalized; UNDAF outcome 5 – Access to high-quality and relevant education and skills for youth, children and disadvantaged adults enhanced.

¹¹ Millennium Development Goal 2 – Achieve universal primary education.

¹² Strategic Objective 4 – Reduce chronic hunger and undernutrition; Strategic Objective 5 – Strengthen the capacities of countries to reduce hunger, including through hand-over strategies and local purchase.

20. The project's objective is to establish the foundation for a transition to a nationally owned and managed sustainable home-grown school feeding programme, as requested by the Government. The project will focus on:
- strengthening the overall institutional and policy framework for a school feeding system; and
 - consolidating and improving the gains achieved in access to pre-primary and primary education, through direct support for school feeding in the most vulnerable regions and districts, especially those with particularly poor education statistics.
21. The Government is committed to assuming financial responsibility for 25 percent of WFP's school feeding assistance by 2016, to cover 20,100 beneficiaries. This equates to a total financial commitment of US\$1.39 million, rising from US\$140,000 in the first year of implementation to US\$420,000 in the final year. WFP aims to hand-over full responsibility for school feeding to the Government by 2020, in line with Vision 2020.

Activity 1: Capacity Development Support

22. The project will support the Government in developing: i) a school feeding policy; ii) a national resource mobilization strategy; iii) a phased hand-over plan; and iv) a strengthened school feeding coordination mechanism. In line with the Government's decentralization policy, capacity development will target stakeholders at the central, regional and community levels, particularly decentralized structures.
23. The Government will reactivate the National Inter-Ministerial School Feeding Task Force to guide the transition process and develop policy and planning documents, including regulations for mainstreaming the school feeding policy into other sectoral policies. WFP will provide technical support for the task force, which comprises representatives from government bodies, cooperating agencies and partners.
24. The School Agriculture and Food Management Unit in the Ministry of Basic and Secondary Education will be strengthened to reinforce linkages between the inter-ministerial task force and other implementing bodies at the central and decentralized levels. This will involve school feeding personnel, community and village representatives, local farmers and producer associations.
25. Capacity development will include specialized studies, coaching, training and mentoring. Specialists in areas such as local procurement, food quality control and local fortification will provide guidance on policy, supply chain management, logistics and monitoring and evaluation (M&E). WFP will improve targeting practices to ensure that the most vulnerable populations are reached, and will work with the National Nutrition Agency and related institutions to improve understanding of malnutrition. Lessons learned will be discussed at exchanges within and outside the Gambia, and local partnerships will be encouraged.
26. In target regions, the project will develop capacity for school feeding design, implementation and management, including of food procurement where market conditions allow. Alternative procurement models will be piloted, including direct contracting of farmers, women's associations and school farms, and free market procurement. A joint pilot project with the Food and Agriculture Organization of the United Nations (FAO) will provide lessons on promoting local rice production by contracting farmers.
27. Community-level training on basic nutrition knowledge, food preparation and personal hygiene is planned.

Activity 2: School Feeding Support

28. School feeding support will focus on girls and boys in pre-primary and primary schools up to grade 6 in very vulnerable, food-insecure, rural and urban areas. Geographic targeting follows the impact evaluation recommendations and is based on VAM. Targeting criteria developed by the Ministry of Basic and Secondary Education and WFP reflect regional and district variations in enrolment, malnutrition, food insecurity and poverty rates.
29. The North Bank, Lower River, Central River and Upper River regions and the Foni districts of West Coast region are identified as the most vulnerable areas and will be prioritized for support,¹³ along with the urban areas of Greater Banjul and Kanifing municipality, where volatile food prices are increasing vulnerability. WFP will continue to provide school feeding to *madrassas* that are recognized by the Government, complementing the economic incentives provided to *marabout*¹⁴ families through the World Bank.
30. Children will receive a daily nutritious midday meal that includes fortified vegetable oil and iodized salt. As there are gaps in the information regarding micronutrient deficiencies, WFP will review and, if necessary, adjust the food ration during the first year of the project.¹⁵ Food from school gardens will complement the meals. Given the high levels of vulnerability in target regions, children's families will not be asked to make financial contributions to the school feeding programme.
31. School cooks will receive family take-home rations of 50 kg of rice a month as an incentive. Contributions from communities are expected to increase to complement these rations.
32. School gardens will serve as learning centres for education on nutrition, the environment, climate change and community-level disaster risk reduction.¹⁶ The project will support this and other community mobilization activities on which WFP will collaborate with the Department of Community Development, village development committees and local and international NGOs.
33. Hand-over to the Government will start in West Coast region followed by Lower River region, where conditions are more favourable for a smooth transition and transfer of responsibilities. Table 1 shows the planned beneficiaries by year.

¹³ Ministry of Basic and Secondary Education and WFP. 2012. Targeting matrix for capacity development project. Banjul.

¹⁴ A religious leader whose religious functions include teaching young children.

¹⁵ High levels of food insecurity make it likely that micronutrient deficiencies are prevalent.

¹⁶ WFP will explore the possibility of implementing actions related to Hyogo Priority Action 4 in the school garden training module, including raising awareness on such concepts as shifting cultivation, composting, global warming and climate change.

TABLE 1: BENEFICIARIES BY ACTIVITY, BY YEAR

WFP									
Activity	Year 1		Year 2		Year 3		Year 4		Adjusted total
	Boys	Girls/Women	Boys	Girls/Women	Boys	Girls/Women	Boys	Girls/Women	
Pre-primary	3 942	4 390	3 807	4 240	3 649	4 064	3 580	3 986	9 498
Primary	39 420	41 122	38 071	39 715	36 494	38 070	35 796	37 342	91 816
Cooks	–	717	–	692	–	664	–	651	817
Subtotal	43 362	46 229	41 878	44 647	40 143	42 798	39 376	41 979	102 131
Total	89 591		86 525		82 941		81 355		
Government									
	Year 1		Year 2		Year 3		Year 4		Adjusted total
	Boys	Girls/Women	Boys	Girls/Women	Boys	Girls/Women	Boys	Girls/Women	
Pre-primary	435	485	570	635	728	811	798	888	1 869
Primary	4 354	4 542	5 702	5 949	7 279	7 594	7 977	8 322	18 070
Cooks	–	79	–	104	–	132	–	145	161
Subtotal	4 789	5 106	6 272	6 688	8 007	8 537	8 775	9 355	20 100
Total	9 895		12 960		16 544		18 130		

* Totals are adjusted to avoid double-counting of beneficiaries and to include a 5 percent annual increase in students.

TABLE 2: FOOD RATIONS/TRANSFERS, BY ACTIVITY

Food	Primary (g/person/day)	Pre-primary (g/person/day)	Cooks (kg/month)
Rice	100	80	50
Pulses	30	30	–
Fortified oil	10	10	–
Iodized salt	3	3	–
TOTAL	143	123	50
Total kcal/day	551	479	–
Number of feeding days per year	199	199	–

34. The project will work towards a home-grown school feeding model, but international procurement will be necessary while competitive local inputs are identified and the Government builds up its contribution. Local farmers and producer associations will be trained in quality standards and marketing as part of a pilot project on local rice procurement. Initiatives to increase local food production and enhance connections between the school feeding system and farmers' associations will be piloted in the second year of implementation.

PROGRAMME MANAGEMENT, MONITORING AND EVALUATION

Programme Management

35. The Directorate of Basic Education will guide and support the School Agriculture Food Management Unit in coordinating, managing and implementing the programme at the central level. Linkages with regional offices will be reinforced for decentralized implementation, with school feeding activities supervised and monitored by regional education directors assisted by school feeding focal points and WFP.
36. WFP will provide technical support to central and decentralized structures, through a capacity development expert and an M&E officer. WFP's presence in all target regions will facilitate collaboration with regional government staff and ensure technical and logistics support for project implementation.
37. At the school level, activities such as food storage, management of cooking and feeding facilities, and food handling will be coordinated by the Ministry of Basic and Secondary Education cluster monitors and food management committees (FMCs) composed of students, parent-teacher association members and community representatives. FMCs will be encouraged to have at least 50 percent women members and women in decision-making roles; cooks will be encouraged to participate. FMCs will arrange supplies of water, condiments and fuel, kitchen maintenance and the construction of fuel-efficient stoves. Cooks will be designated by the community, in consultation with FMCs.¹⁷
38. Partners are essential for the sustainability and national ownership of school feeding:
 - The University of the Gambia will establish an intern programme and promote action research on school feeding and developing national capacities.
 - The Ministry of Agriculture will support improved food production and processing and will promote community participation in and ownership of school feeding.
 - Regional health teams will coordinate a certification system for cooks.
 - NGO partners will be sought for the piloting of energy conservation techniques, improved stoves and school gardening.
 - FAO, the European Union and the Peace Corps will collaborate on school garden initiatives.
 - The media will be involved in awareness raising and advocacy on school feeding issues such as nutrition education and community participation.
 - The Education for All (EFA)¹⁸ initiative will help develop communities' awareness of school feeding management.

¹⁷ Cooks will be paid by the local government/community as the project phases out.

¹⁸ A global movement led by the United Nations Educational, Scientific and Cultural Organization to meet the learning needs of all children, youth and adults by 2015.

39. WFP will work with partners to improve education quality and access, including UNICEF on implementation of the essential package,¹⁹ FAO on the pilot to boost local purchases of commodities, and the United Nations Population Fund on improving the quality of data on population dynamics to assist targeting. The Ministry of Basic and Secondary Education will lobby for the inclusion of school feeding in EFA's Fast Track Initiative,²⁰ which is due for allocation by the World Bank in 2013.
40. WFP will continue to co-chair the food security task force with FAO. As the lead agency in the education sector it will work with education stakeholders. It will also assist the Government in mainstreaming disaster management and risk reduction into national policies and plans.

Monitoring and Evaluation

41. The Government's national M&E framework includes school feeding but is not yet in operation. The project's M&E framework is aligned with WFP's corporate monitoring and self-evaluation strategy (2011–2013) and will be included in the Ministry of Basic and Secondary Education's system and linked to the Government's educational management information system. The Government will increase its responsibility for M&E during the project, as technical capacities in data collection, analysis and review are enhanced. WFP will post a staff member – a United Nations volunteer – within the ministry. By 2016, the Government is expected to report all the outcome and output indicators in its M&E framework through the national educational management information system; other output indicators will be collected, compiled and analysed through decentralized government and WFP structures.
42. Initially, quarterly progress reports will be prepared at the central level, based on field reports. As decentralization increases, monitoring reports will be compiled at the regional level and forwarded to the national level to inform future planning. WFP will emphasize the use of M&E in providing feedback to government partners.
43. Capacity development activities will be guided and assessed using the Government/WFP assessment of November 2011²¹ as a baseline. A baseline study in August 2012 will guide the inter-ministerial school feeding task force in designing a hand-over strategy and school feeding policy. A mid-term review in July 2014 will assess the project's progress and recommend adjustments. A final evaluation will be conducted in July 2016.

¹⁹ This comprises 12 interventions to improve the health and nutrition of school-age children: basic education; food for education; promotion of girls' education; potable water and sanitary latrines; health, nutrition and hygiene education; systematic deworming; micronutrient supplementation; HIV and AIDS education; psychosocial support; malaria prevention; school gardens; and improved stoves.

²⁰ A global partnership of developing and donor countries and agencies supporting the goal of universal primary school completion for boys and girls by 2015.

²¹ Government of the Gambia and WFP. 2011. System Assessment and Benchmarking for Education Results. November 2011. Banjul.

Risk Management

44. The main programmatic risk is the Government's limited capacity to contribute to the project. Other risks are the high turnover of government staff at the regional level and delays in implementation. WFP will work with government ministries to ensure their full participation in project implementation, including by adjusting priorities and target areas, if appropriate. To mitigate the risk of local food not being available, WFP will monitor market prices and local food production. If necessary, the project will purchase internationally to address gaps in the supply chain.
45. Institutional risks include the schools not adhering to standard procedures such as the national school feeding code of conduct (2009). An assessment of the code's implementation will allow a review and adjustments. To address the risk of inadequate partner capacity, support will be continuously adjusted to fill capacity gaps.

ANNEX I-A

PROJECT COST BREAKDOWN			
Food¹	Quantity (mt)	Value (US\$)	Value (US\$)
Cereals	99 034	3 591 004	
Pulses	2 360	1 028 960	
Oil and fats	787	924 337	
Others	236	32 286	
Total food	12 417	5 576 588	5 576 588
External transport			1 373 174
Landside transport, storage and handling			1 164 808
Other direct operational costs			1 002 109
Direct support costs ² (see Annex I-B)			2 751 260
Total WFP direct costs			11 867 939
Indirect support costs (7.0 percent) ³			830 756
TOTAL WFP COSTS			12 698 694

¹ This is a notional food basket for budgeting and approval. The contents may vary.

² Indicative figure for information purposes. The direct support costs allotment is reviewed annually.

³ The indirect support cost rate may be amended by the Board during the project.

ANNEX I-B

DIRECT SUPPORT REQUIREMENTS (US\$)	
Staff and staff-related costs	
International professional staff	850 551
Local staff – national officers	463 420
Local staff – general service	564 957
Local staff – temporary assistance	160 157
International consultants	36 422
Local consultants	19 667
Staff duty travel	121 203
Subtotal	2 216 377
Recurring expenses	
Rental of facility	100 000
Utilities	20 375
Office supplies and other consumables	10 500
Communications services	21 164
Equipment repair and maintenance	13 000
Vehicle running costs and maintenance	51 042
Office set-up and repairs	29 917
United Nations organization services	69 504
Subtotal	315 502
Equipment and capital costs	
Vehicle leasing	122 400
Communications equipment	96 981
Subtotal	219 381
TOTAL DIRECT SUPPORT COSTS	2 751 260

ANNEX II: LOGICAL FRAMEWORK

Results	Performance indicators	Assumptions and risks
<p>UNDAF outcome 5: Access to high quality and relevant education and skills for youth, children and disadvantaged adults enhanced</p>	<p>UNDAF outcome indicators</p> <ul style="list-style-type: none"> ➤ Graduation rate from ECD to grade 1 Baseline: 46.1% Target: 70% ➤ Net attendance ratio for lower basic education Baseline: 61% Target: 80% ➤ Primary school completion rate Baseline: 74% Target: 100% ➤ Transition rate to secondary school Baseline: 56% Target: 70% ➤ Student pass rate in national assessment test Baseline: 29% Target: 55% 	<p>Assumptions</p> <p>Education opportunities are available.</p> <p>Government maintains its commitment to improving access to good-quality education.</p> <p>Government capacities to develop and implement policies facilitate equal access to quality education.</p> <p>Risks</p> <p>Significant increases in enrolment draw pupils to WFP-assisted schools, placing pressure on school infrastructure, including classrooms, furniture, teachers and teaching education materials.</p>
<p>Development project activity 1: Capacity development support</p>		
<p>Strategic Objective 5: Strengthen the capacities of countries to reduce hunger, including through hand-over strategies and local purchase</p> <p>Goal 2: Develop clear hand-over strategies to enhance nationally owned hunger solutions</p>		
<p>Outcome 5.2 Progress made towards nationally owned hunger solutions</p>	<ul style="list-style-type: none"> ➤ National capacity index score, by hunger solution Target: 15 	<p>Assumptions</p> <p>Government maintains its commitment.</p> <p>Communities are sensitized and committed to assuming more responsibilities for the project.</p> <p>Government has the required human, material and financial resources to implement, monitor and evaluate activities.</p>



ANNEX II: LOGICAL FRAMEWORK		
Results	Performance indicators	Assumptions and risks
<p>Output 5.2.1 Capacity and awareness developed through WFP-led activities¹</p>	<ul style="list-style-type: none"> ➤ Number of people trained in programme design and planning, implementation procedures and practices, by category (national government and partner staff) ➤ Number of technical assistance projects conducted by WFP to strengthen national capacity ➤ WFP expenditures on technical assistance to strengthen national capacity, in US\$ ➤ Number of WFP-managed hunger tools, systems and tools handed over to the Government ➤ % of food resources contributed by the Government at end of project 	
<p>Output 5.2.2 Agreed hand-over strategies in place</p>	<ul style="list-style-type: none"> ➤ School feeding policy formulated 	<p>Assumptions Government has the necessary leadership. Policymakers' development of a policy framework consistent with relevant principles and realities is facilitated. Technical assistance from partners is ensured.</p> <p>Risk Bureaucracy for adopting new measures is complicated.</p>



¹ All output targets will be determined from the work plan by July 2012.

ANNEX II: LOGICAL FRAMEWORK

Results	Performance indicators	Assumptions and risks
Development project activity 2: School feeding support		
Strategic Objective 4: Reduce chronic hunger and undernutrition		
Goal 2: Increase levels of education and basic nutrition and health through food and nutrition assistance and food and nutrition security		
<p>Outcome 4.2 Increased access to education and human capital development in assisted schools</p>	<ul style="list-style-type: none"> ➤ Enrolment: average annual increase in number of girls and boys enrolled Target: 6% ➤ Attendance rate: % of total schooldays on which girls and boys attend classes Target: 90% ➤ Gender ratio: ratio of girls to boys enrolled Target: 1 ➤ Pass rate for girls and boys Target: 80% 	<p>Assumptions Complementary services are provided by development partners and the Ministry of Basic and Secondary Education. Donor and government contributions to the education sector are maintained at adequate levels. Communities are sensitized and committed to assuming more responsibilities for the project. Ministry of Education has the human, material and financial resources to implement, monitor and evaluate activities. Accurate and timely data are available.</p> <p>Risk There are high inclusion errors in school targeting by Government.</p>

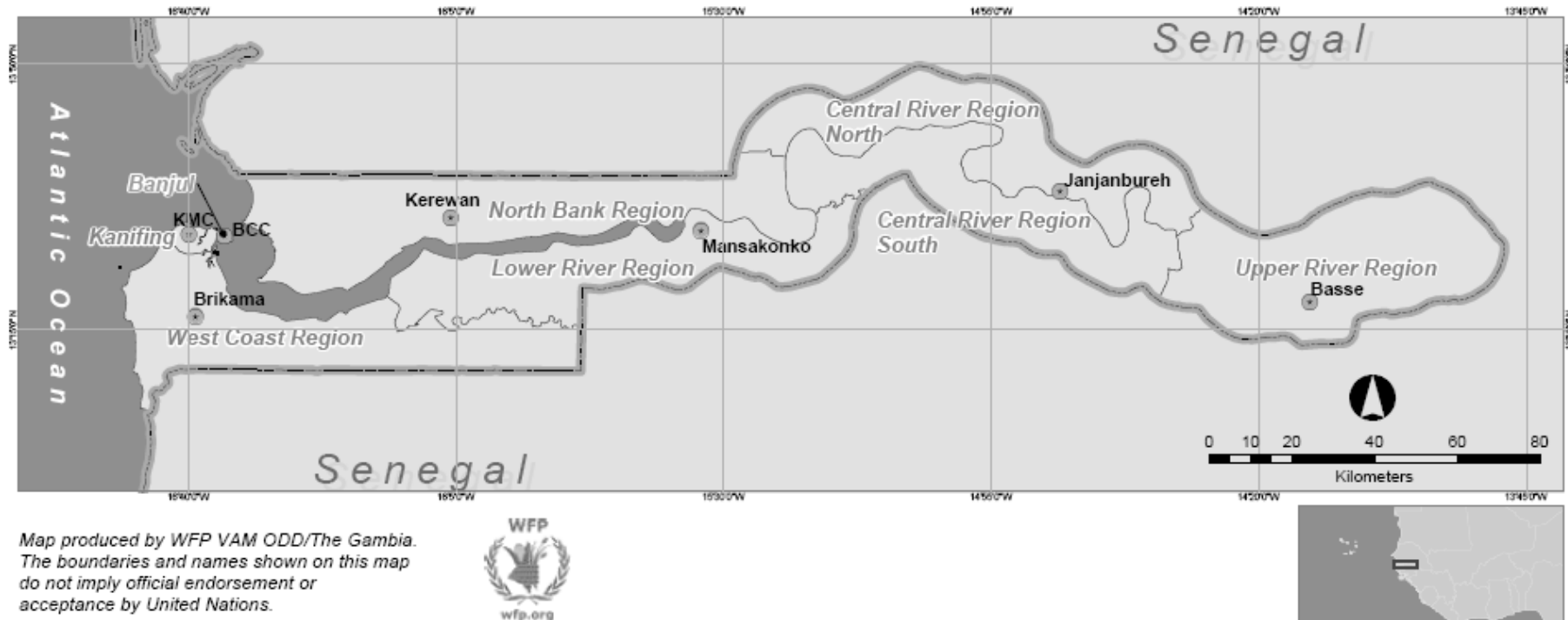
ANNEX II: LOGICAL FRAMEWORK

Results	Performance indicators	Assumptions and risks
<p>Output 4.2.1 Food and non-food items, cash transfers and vouchers distributed in sufficient quantity and quality to target groups of women, men, girls and boys under secure conditions²</p>	<ul style="list-style-type: none"> ➤ Numbers of women, men, girls and boys receiving food and non-food items, by category and activity and as % of planned ➤ Tonnage of food distributed, by type, as % of planned ➤ Quantities of fortified foods, complementary foods and special nutrition products distributed, by type, as % of planned ➤ Quantities of fortified foods, complementary foods and special nutrition products distributed, by type, as % of actual distribution ➤ Quantity of non-food items distributed, by type, as % of planned ➤ Number of institutional sites assisted (schools, preschools, etc.) ➤ Number of United Nations agencies and international organizations providing complementary inputs and services ➤ Number of NGOs providing complementary inputs and services ➤ Number of joint United Nations programmes/activities 	<p>Assumptions Adequate resources are available on time. Women and children accept the ration. Communities are sensitized and committed to assuming more responsibilities for the project. Ministry of Basic and Secondary Education has the human, material and financial resources to implement, monitor and evaluate activities.</p> <p>Risk There are pipeline breaks.</p>



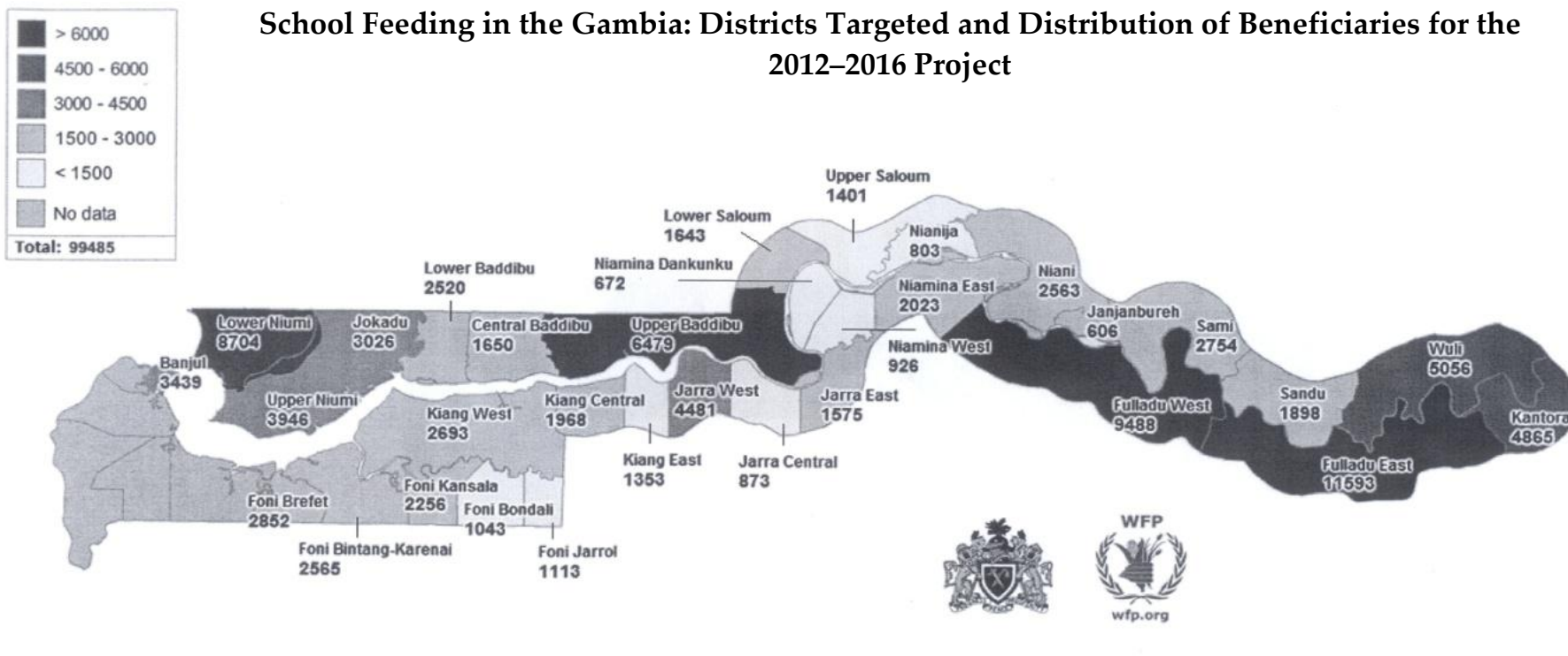
² All output targets will be determined from the work plan by July 2012.

The Gambia: Municipalities and Local Government Areas



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School Feeding in the Gambia: Districts Targeted and Distribution of Beneficiaries for the 2012–2016 Project



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ACRONYMS USED IN THE DOCUMENT

ECD	early childhood development
EFA	Education for All
FAO	Food and Agriculture Organization of the United Nations
FMC	food management committee
M&E	monitoring and evaluation
NGO	non-governmental organization
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations Children's Fund
VAM	vulnerability analysis and mapping