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Agenda item 9

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DEVELOPMENT PROJECT – MALAWI 10581.0

Strategic Focus of the WFP Development Project: Support to Education

| | |
|-------------------------------------|--|
| Number of beneficiaries | 635,000 (52 percent women) |
| Duration of project | 48 months (1 January 2008 – 31 December 2011) |
| Food requirements | 70,104 (mt) |
| Cost (United States dollars) | |
| Total food cost | 19,307,404 |
| Total cost to WFP | 40,270,299 |

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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

Malawi is a landlocked, resource-poor, rain-dependent and predominantly rural country. It has a high population growth rate and limited arable land. Over the past ten years, poverty levels have remained stagnant, with about half of the country's 12 million citizens living on less than US\$1 per day.

Problems in the education sector are high drop-out, absenteeism and repetition rates, and poor infrastructure and quality of education. The drop-out rate is 16.1 percent at the national level, and ranges from 10.4 percent to 22.5 percent. Drop out increases sharply after standard 4 and is higher for girls than boys. The main challenges for coming years are: increasing access to education in areas with low enrolment; increasing the proportion of children completing primary school; and improving the quality of education.

In Malawi, food insecurity has a significant impact on education. A study commissioned by the United Nations Children's Fund in 2002 found that food shortages increased student absenteeism and drop-out rates, particularly in the peak food shortage months of January to March.

WFP is assisting the Government of Malawi through the school feeding component of Country Programme 10106 (2002–2006). In November 2006, an appraisal mission recommended that WFP continue supporting the government's efforts to achieve its education-related goals, through a school feeding development project aligned with WFP Strategic Objective 4 and Enabling Development Priority 3 related to increasing access to primary education.

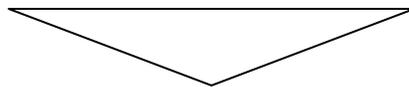
The school feeding programme will contribute towards achieving Millennium Development Goal 2 and is in line with the Government's social development objectives under theme 3 of the Malawi Growth and Development Strategy. It contributes towards outcome 3 of the United Nations Development Assistance Framework and is aligned with the school health and nutrition activities of the Ministry of Education's National Sector Development Plan.

The project will assist 635,000 primary school students with on-site feeding throughout the school year. Of these children, 114,300 girls and orphaned boys in standards 5 to 8 will also receive take-home rations during part of the lean season. The total food requirement over the four-year period is 70,104 mt; total WFP project cost is US\$40.2 million almost 50 percent of which will be for food. The Government will contribute US\$19.6 million as salaries for staff involved in the project and as a contribution to monitoring costs.

WFP's exit strategy aims to build the capacity of the Ministry of Education and Vocational Training to implement its national school feeding programme without external support. The Ministry's implementation capacity will be assessed to identify requirements that WFP and its partners can provide to facilitate the hand-over of the project to the Government; monitoring is the first area of focus to be transferred. Other areas of focus are to build capacity in procurement, logistics and project management.



DRAFT DECISION*



The Board approves Development Project Malawi 10581.0, “Strategic Focus of the WFP Development Project: Support to Education” (WFP/EB.A/2007/9-A/3), for which US\$20.5 million will be provided from regular development resource allocations and up to US\$19.5 million is expected as an additional contribution through the McGovern-Dole International Food-for-Education and Child Nutrition Program, contingent on resource availability.

* This is a draft decision. For the final decision adopted by the Board, please refer to the Decisions and Recommendations document (document WFP/EB.A/2007/15) issued at the end of the session.



SITUATION ANALYSIS

1. Malawi's poverty levels have remained stagnant for the past ten years, with half of its 12 million citizens living below the poverty line and one-fifth living on less than US\$0.20 a day.
2. Some 22 percent of children under 5 are underweight and 48 percent are stunted, of whom 22 percent are severely stunted. Almost every family is affected by malaria and HIV/AIDS. Malawi is highly vulnerable to climate changes, and increasing numbers of people have been affected by disasters over the past decade.
3. Progress towards the Millennium Development Goals (MDGs) is mixed. While little progress has been made in reducing poverty, achieving universal enrolment in primary education and universal access to clean drinking-water appear to be within reach. Child malnutrition remains extremely high; child and maternal mortality rates are among the highest in the world.¹
4. Food security depends on the agriculture sector, which accounts for about 40 percent of gross domestic product (GDP) and 80 percent of the labour force. Maize is the most widely grown staple, and covers more than half of the cultivated land.²
5. Over the last decade, Malawi has faced food deficits and relied on food imports and food aid, with 22 percent of the population unable to satisfy their minimum needs of 2,100 kcal per day. There are limited opportunities for wage income, which contributes only 13 percent of total household income.¹
6. Factors that affect food security include low soil fertility, highly degraded soils, seasonal weather fluctuations, inadequate access to inputs, weak markets, high net population growth and restrictive dietary practices.
7. Problems in the education sector are high-drop out, absenteeism and repetition rates, and poor infrastructure and quality of education. Although enrolment is high – 80 percent³ – not all children complete primary school. The drop-out rate is 16.1 percent at the national level,⁴ and ranges from 10.4 percent to 22.5 percent. Drop out increases sharply after standard 4 and is higher for girls than for boys.
8. The integrated household survey indicates that high school-related costs, such as uniforms, are the main reason for dropping out. Another important cause is work-related, implying a high opportunity cost of sending children to school for households that depend on the income of working children. Girls start to drop out after standard 4, owing to early marriage and pregnancy. The pressure to marry increases when households face economic or food security shocks.
9. The HIV/AIDS pandemic has increased non-enrolment, low attendance and dropouts, especially of girls and orphans. Attendance among children who are double orphans or who do not live with a surviving parent is 8 percent lower than among children living with both parents. Orphaned girls are more likely not to attend school than orphaned boys.¹

¹ World Bank Poverty and Vulnerability Assessment 2006.

² United Nations Development Assistance Framework (UNDAF) Situational Analysis 2008–2011.

³ National Statistical Office, October 2005, Integrated Household Survey 2004–2005.

⁴ Ministry of Education and Vocational Training, Education Management Information System (EMIS), 2005, Education Statistics 2005.



10. Food insecurity has a significant impact on the education sector. A study commissioned by the United Nations Children's Fund (UNICEF) in 2002⁵ found that food shortages increase student absenteeism and drop-out rates, particularly in the peak shortage months of January to March.
11. Erratic attendance patterns increase during the harvest months of May to July, when children are withdrawn from school to help with harvesting. Girls often take care of younger siblings while the rest of the family tends the field.
12. Household food insecurity has an impact on short-term hunger. A school health and nutrition baseline survey conducted by the Ministry of Education in 2006 found that 70 percent of children in Malawi do not eat breakfast before going to school, mostly owing to lack of food in the household.
13. Table 1 summarizes information on the health status of school-age children.

| TABLE 1. HEALTH STATUS OF SCHOOLCHILDREN | |
|---|-----------------------|
| Indicator | Prevalence (%) |
| Stunting 5–10 years (-2SD) | 30 |
| Underweight 5–10 years (-2SD) | 18 |
| Households with inadequate iodine levels | 61 |
| Anaemia | 54 |
| Bilharzia | 19 |
| Malaria | 20 |

Source: Ministry of Education, 2006, School Health and Nutrition Baseline Survey.

Anthropometric indices used: Epi Info 6.4D – Center for Disease Control and Prevention and World Health Organization (WHO), 1999.

14. The nationally owned Malawi Growth and Development Strategy (MGDS) focuses on achieving strong and sustainable economic growth; building a healthy and educated human resource base; and protecting and empowering the vulnerable. It has five main themes; education goals fall under theme 3, related to reducing absenteeism, repetition and drop-out rates and achieving high-quality primary education. School feeding programmes are one of the main strategies for increasing access to primary education.
15. MGDS is the basis for the United Nations Development Assistance Framework (UNDAF) objective of increasing the proportion of girls and the enrolment, attendance, completion and achievement of both boys and girls.
16. Development partners are supporting the Government's drafting of a ten-year National Education Sector Plan (NESP), whose main goals are to expand access to education and reduce drop-out and repetition rates. Education sector partners use NESP as their main cooperation and coordination instrument with the Ministry of Education. NESP mentions school feeding as a strategy for achieving its goals within the school health and nutrition package. The Government aims to provide 80 percent of all primary school-going children with food support by the end of NESP's ten-year period.

⁵ Centre for Social Research. 2002. *Impact of food shortage on schooling*.



17. The coordinating body for school health and nutrition interventions is the School Health and Nutrition Technical Working Group (SHNTWG), chaired by the Ministry of Education. SHNTWG is finalizing the School Health and Nutrition Strategy, which will provide the framework for partners' implementation of school health and nutrition activities. WFP is a member of SHNTWG.
18. In collaboration with WFP and the German Agency for Technical Cooperation (GTZ), the Ministry of Education is finalizing national school feeding guidelines that provide minimum standards for all agencies implementing school feeding programmes.
19. In eight of the past ten years, the Government has committed less than 20 percent of the national budget to the education sector, falling to 13 percent in 1996/97 and 2005/06, with 10 percent allocated to primary education. Stakeholders appealed to the Government to prioritize education and allocate at least 18 percent of its budget to primary education in 2007/08.
20. The Government will contribute US\$4.9 million a year to the project, as salaries of staff involved and for monitoring costs. The level of government support is expected to be maintained throughout the project time frame.

PAST COOPERATION AND LESSONS LEARNED

21. Through the school feeding component of Country Programme (CP) 10106 for 2002–2006, WFP is currently assisting 441,884 pupils in 489 primary schools in 14 districts – 15 percent of primary school-going children. To improve the programme, the country office requested three thematic assessments; findings of the school feeding baseline survey of 2003 and the country programme mid-term review in February 2005 also provide inputs for improving the programme.
22. The 2003 survey found that the school feeding programme was yielding impressive results: (i) between 2000 and 2003, girls' absolute enrolment increased by 41.9 percent and boys' by 5 percent; (ii) compared with a national drop-out rate of 18 percent in 2003,⁶ the rates for WFP-assisted schools were 3.7 percent for girls and 5 percent for boys; and (iii) both teachers and pupils consider school feeding highly significant in relieving short-term hunger. Regular monitoring by the Advanced Research and Global Observation Satellite (ARGOS) reports attendance rates in WFP-assisted schools of at least 80 percent, for both sexes, throughout the school year.
23. WFP Malawi has secured resources for specific project needs, and partnerships have been established during the CP. WFP and UNICEF signed a Letter of Understanding in 2001, which became a Memorandum of Understanding in 2004 and will be revised in 2007. This partnership is based on the essential package. Partnership with GTZ includes sustainable school food and nutrition programmes and promotion of a low-input model – using local resources rather than external inputs – to increase productivity in community and school gardens.
24. The Ministry of Health is a partner for deworming activities in WFP-assisted schools.

⁶ Ministry of Education and Vocational Training EMIS, 2005, Education Statistics 2005.



25. Without initial support from partners, the Ministry of Education has limited capacity in project ownership, monitoring and progress reporting. It has appointed district school feeding coordinators to monitor and report on the project, but WFP provides the motorbikes and 70 percent of the fuel these require. WFP will continue this support in the development project, while the Government increases its fuel allocation by 10 percent a year.
26. CP 10106 ends on 31 December 2007 and will become Development Project 10581 on 1 January 2008. This project will focus exclusively on an expanded school feeding activity, which is aligned to the Government of Malawi's development framework – MGDS – and WFP's development portfolio.

PROJECT STRATEGY

27. The objectives of the project are to:
- reduce drop out, particularly among students in standards 5 to 8, girls and orphans;
 - promote regular attendance;
 - improve children's capacity to concentrate and learn, through food provision;
 - increase enrolment rates in areas where these are below the national average;
 - increase the Government's capacity to monitor and report on the school feeding programme.
28. Other positive effects of the project are:
- reduced incidence of worms and bilharzias in children;
 - increased community participation and ownership;
 - increased life skills and skills related to agriculture and food security among students and communities;
 - increased HIV and AIDS awareness and knowledge among school-age children;
 - improved government capacity to implement the national school feeding programme.
29. The school feeding programme will support girls and boys in selected primary schools. About 21 percent of Malawi's primary school-going children will be targeted for on-site feeding providing 100 g of corn-soya blend (CSB) or *likuni phala* per child per day throughout the school year. *Likuni phala* is locally produced CSB composed of 70 percent maize and 20 percent soya. Assessments of the current operation indicate that on-site feeding provides an incentive for parents to send their children to school.
30. Monthly take-home rations of 12.5 kg of maize will be provided to all girls and orphaned boys in standards 5 to 8 from January to April, with the objective of reducing drop out and regularizing attendance among students in these higher grades. Assessments and the appraisal mission indicate that in Malawi maize rations for households are an incentive to keeping children in school because they transfer income and contribute significantly to households' food needs during the lean season. By ensuring that each child attends school on at least 80 percent of school days, WFP ensures regular attendance and a continuous learning process.



31. In Malawi, 70 percent of children go to school without eating breakfast.⁷ By providing food as soon as possible after children's arrival at school, food assistance increases students' capability to concentrate and learn.
32. Table 2 summarizes the beneficiary numbers for the project.

| Region | Districts | Schools | Onsite feeding beneficiaries | | | Take-home ration beneficiaries | | |
|--------------|-----------|------------|------------------------------|----------------|----------------|--------------------------------|---------------|----------------|
| | | | Girls | Boys | Total | Girls | Boys | Total |
| Southern | 8 | 453 | 232 229 | 214 365 | 446 594 | 70 499 | 9 888 | 80 387 |
| Central | 5 | 209 | 94 832 | 87 537 | 182 369 | 28 789 | 4 038 | 32 826 |
| North | 1 | 10 | 3 139 | 2 898 | 6 037 | 953 | 134 | 1 087 |
| Total | 14 | 672 | 330 200 | 304 800 | 635 000 | 100 241 | 14 059 | 114 300 |

33. The project will target the same districts as the current operation. Districts were chosen in consultation with the Ministry of Education and UNICEF, according to their vulnerability to food insecurity, enrolment and drop-out rates, and the gender disparities in these. To avoid duplication, districts that were targeted by other school feeding agencies were not included. The 14 districts are Mulanje, Phalombe, Thyolo, Chiradzulu, Mangochi, Zomba, Nsanje and Chikwawa, in the southern region; Lilongwe, Ntcheu, Dedza, Kasungu and Salima in the central region; and Nkhatabay in the northern region.
34. Implementation of the development project will be based on three pillars:
- design of an exit strategy that improves the Government's capacity to implement its own school feeding programme;
 - institutionalization of the project in the Ministry of Education, particularly its School Health and Nutrition Strategy;
 - strengthening of project implementation.
35. Recently, there are clear indications that school feeding is one of the Ministry of Education's priorities, and the President and Secretary for Education have stated the Government's willingness to expand the school feeding programme. Based on this, and considering the challenges the Ministry of Education faces – especially regarding budget restrictions – WFP is consulting the Ministry of Education and partners in order to design an exit strategy that progressively hands over project responsibility to the Government after 2011. Significant technical assistance will be needed, so non-food resources beyond those allocated to the development project will be required.
36. Its focus on transferring monitoring capacity to the Government makes this project the first stage of an exit strategy, but successful phase out also requires a subsequent or parallel process that provides the Government with technical assistance in other areas, such as procurement, logistics and project management. To prepare for exit during the

⁷ Ministry of Education. 2006. *School Health and Nutrition Baseline Survey*.



development project, the main activities needed are: (i) identification of the type of school feeding programme to be implemented; (ii) assessment of Ministry of Education capacity gaps for implementing a school feeding programme; and (iii) milestones and a realistic time frame for their achievement. The greatest challenge for the country office will be securing enough non-food resources to implement these activities.

37. The school feeding unit in Rome and the World Bank are conducting a study on the costs and benefits of the school feeding programme with Malawi as one of the study countries. This is the first comprehensive study of the costs and scalability.
38. Institutionalization will support WFP's phase out by ensuring that the project functions in the existing structure of the Ministry of Education rather than relying on parallel implementation structures. The country office will integrate the project into the overall school health and nutrition package implemented by the Ministry of Education with support from partners. This includes integration into NESP implementation at the national and district levels. Institutionalizing the project in the Ministry of Education will increase the ministry's ownership and capacity to manage aspects of the project.
39. At the national level, the project will be coordinated through SHNTWG. District-level implementation will be through the district education manager's office. Responsibility for monitoring and reporting will be progressively handed over to the Government following training on routine data collection, analysis and reporting. WFP is exploring the possibility of collaborating with the United Nations Educational, Scientific and Cultural Organization (UNESCO) International Institute for Educational Planning, which has experience of establishing a district-level education database in Malawi.
40. Table 3 summarizes interventions in schools in Malawi. WFP Malawi and other development partners are supporting the Ministry of Education's implementation of school health and nutrition interventions.

TABLE 3. INTERVENTIONS AND RESPONSIBILITIES IN MALAWI'S SCHOOLS

| | Component | WFP | UNICEF | WB | FAO | NGOs | Gov't | Others |
|------------------------------------|---|-----|--------|----|-----|------|-------|--------|
| Nutrition and food security | Food | | | | | | | |
| | Cooking materials | | | | | | | |
| | School gardens | | | | | | | |
| | Behaviour change materials | | | | | | | |
| Water and environmental sanitation | Water and sanitation | | | | | | | |
| Quality | Teaching materials | | | | | | | |
| | Training teachers | | | | | | | |
| | Curriculum | | | | | | | |
| Health | HIV/AIDS "No" clubs | | | | | | | |
| | Supplementary/ fortification | | | | | | | |
| | Malaria | | | | | | | |
| | Deworming | | | | | | | |
| | Life skills teaching materials | | | | | | | |
| | Gender, HIV/AIDS & leadership skills | | | | | | | |
| | Prevention sexual exploitation & abuse of women & girls | | | | | | | |
| Community | Community participation | | | | | | | |
| Infrastructure | Kitchens/ storerooms/ feeding shelters | | | | | | | |
| | Classrooms | | | | | | | |
| | Teachers houses | | | | | | | |

41. Community participation is essential for successful project implementation. At the start of operations, WFP will draw up community contracts outlining the responsibilities of each party.
42. Communities elect community school and food committees in which every village around the school is represented. The food committee is responsible for all aspects of cooking, distributing and offloading the food; the school committee is in charge of projects to support school feeding, such as the construction of storerooms, kitchens and feeding shelters. The appraisal mission of the current school feeding programme observed that men and women are equally represented in the committees, and women occupy 50 percent of executive-level positions. Most chairs are men, however, as women were said to have too many other responsibilities. The appraisal mission also observed that community participation was generally good, depending on the village head's involvement in the project. As the village's highest authority, the village head can mobilize people and resources for the project.
43. WFP, the Food and Agriculture Organization of the United Nations (FAO) and UNICEF are implementing a Junior Farmer Field and Life Schools pilot project, to run for two years in eight school feeding schools. This will continue into the first year of the development project, after which it will be evaluated and the results will determine expansion to other schools.
44. About 8,000 school students enrolled in the International Labour Organization's (ILO's) elimination of child labour project will receive take-home rations as an incentive to staying in school.
45. Intestinal worms are a leading cause of morbidity in Malawi, and can lead to digestive and nutritional disturbances; prevalence is highest in school-age children. Deworming will provide complementary support to ensure that school feeding is effective. The Ministry of

Health is WFP's partner in surveys, workshops for teachers, administration of drugs, and monitoring. Starting from 2007, with support from the World Bank, all primary school pupils in Malawi aged 6 to 10 years will be dewormed. WFP will seek support for deworming of pupils aged 11 years and above in its targeted schools.

46. Regarding logistics, bagged cargoes from Beira are delivered by road to central warehouses. Commercial transporters are contracted through tendering in accordance with WFP rules and procedures.
47. The head teacher at the school will be responsible for ensuring that commodities are properly received, distributed to the target beneficiaries and accounted according to WFP rules and procedures. Training on storage and food handling will be provided.
48. WFP's preference is to purchase all commodities regionally and/or locally, in accordance with its procurement rules and procedures. The quality of commodities will be verified by WFP-appointed superintendents at extended distribution points.

MANAGEMENT, MONITORING AND EVALUATION

49. WFP started to design its new operations in mid-2006, following a schedule agreed with other agencies within the UNDAF process.
50. In September 2006, WFP conducted a strategic review of its operations. Internal consultations with units in Rome and the Southern Africa regional bureau (ODJ) led to the design of a development project focusing on education.
51. ODJ and the School Feeding Service (PDPF) in Rome appraised the current school feeding programme. The mission comprised a Rome-based school feeding programme officer, a national officer in Malawi and the Ministry of Education's national coordinator of school health and nutrition activities.
52. The mission involved a desk review of relevant information, consultations with stakeholders at the central level and a qualitative study at the district and school levels. Results of the appraisal are incorporated in this school feeding programme.
53. The logical framework for the project was prepared with the Ministry of Education, with inputs from the country office monitoring and evaluation (M&E) section and PDPF in Rome. Partners were consulted and outcomes and outputs were based on the UNDAF matrix.
54. All M&E activities are aligned to the country office's M&E strategy for 2006–2008, which is integrated with the WFP regional framework. The strategy emphasizes the quantitative measurement of outputs and outcomes, in addition to the collection of qualitative information using the school feeding survey, the Education Management Information System (EMIS) of the Ministry of Education and a qualitative community and household surveillance⁸ tool.

⁸ The regional outcomes monitoring system.



55. A mid-term evaluation after two years will ascertain the project's effectiveness, relevance and progress towards objectives. A terminal evaluation will assess the project's impact and meeting of outcomes within the UNDAF priority areas.
56. Funding proposals will be written for both food and non-food items. Local donors and the private sector will be lobbied.
57. Two WFP staff members at the country office will be responsible for the overall management of the school feeding programme, with the Ministry of Education.



ANNEX I-A

| BENEFICIARY COVERAGE AND FOOD ALLOCATION: PRIMARY SCHOOL BENEFICIARIES, PER YEAR | | | | | |
|---|--------------------------------|--------------|--------------|----------------------------------|--------------------------------|
| Name and quantity of commodity | Number of beneficiaries | | | % of female beneficiaries | Feeding days/child/year |
| | Boys | Girls | Total | | |
| <i>Likuni phala</i> – 14 880 mt | 304 800 | 330 200 | 635 000 | 52 | 186 |
| Maize – 7 200 mt | 14 059* | 100 241* | 114 300* | 87.7 | 120 |

* 4,000 of the boys and 4,000 of the girls receiving take-home rations will be in the ILO project.

ANNEX I-B

| COMMODITY TYPE, RATION SIZE AND NUTRITIONAL CONTENT | | | | |
|--|---|-------------|--------------------|----------------|
| Type of food commodity | Individual ration size g/child/day | kcal | Protein (g) | Fat (g) |
| <i>Likuni phala</i> | 100 | 396 | 16 | 7.7 |
| Maize | 416.67 | 1 458 | 41.67 | 16.67 |

ANNEX II: RESULTS AND RESOURCES MATRIX

Strategic Objective 4: Support access to education and reduce gender disparity in access to education

| Results chain | Performance indicators | Risks and assumptions | Resources required |
|--|---|--|---|
| UNDAF outcome | UNDAF outcome indicators | | |
| Increased percentage of vulnerable children in school feeding interventions. | <ul style="list-style-type: none"> ➤ % of schoolchildren benefiting from school feeding. ➤ No. of schools benefiting from school feeding activities. ➤ No. of orphaned and vulnerable children receiving take-home food rations. | | |
| Development project outcome | Outcome indicators | Risks and assumptions | Resources required |
| 4.1 Reduced drop-out rates of boys and girls in WFP-assisted schools. | 4.1.1 Changes in drop-out rates of girls and boys in WFP-assisted schools. | The Ministry of Education continues to implement EMIS. | Total WFP cost = US\$40 270 299. Total government contribution = US\$19 684 408. |
| | 4.1.2 Changes in drop-out rates among girls and orphaned boys in standards 5 to 8 in WFP-assisted schools. | | |
| 4.2 Stabilized attendances of boys and girls in WFP-assisted schools. | 4.2.1 Changes in attendance rates: percentages of boys and girls attending classes in WFP-assisted primary schools. | Food provided to all schools as planned. | |
| | 4.2.2 % of girls and orphaned boys in grades 5 to 8 attending > 80% of school days. | ARGOS data entered monthly. | |
| 4.3 Improved capacity to concentrate and learn among boys and girls in WFP-assisted schools. | 4.3.1 Teachers' perception of children's ability to concentrate and learn in school as a result of school feeding ¹ . | School environment is conducive to learning. | |
| | 4.3.2 % of WFP-assisted schools feeding children before 10.00 am (proxy indicator). | | |



¹ Being discussed at WFP Headquarters.



ANNEX II: RESULTS AND RESOURCES MATRIX

| Strategic Objective 4: Support access to education and reduce gender disparity in access to education | | | |
|--|--|--|--|
| Results chain | Performance indicators | Risks and assumptions | Resources required |
| 4.4 Increased enrolments of girls and boys in WFP-assisted schools. | 4.4.1 Absolute enrolment: numbers of girls and boys enrolled in WFP-assisted primary schools. | The Ministry of Education continues to implement EMIS. Updated records at schools. | |
| | 4.5 Improved Ministry of Education staff capacities in monitoring and reporting on the school feeding programme. | 4.5.1 % of reports submitted on time by district education managers (proxy outcome). | |
| | 4.5.2 Half-yearly and yearly reports submitted on time by the school feeding coordinator. | | |
| | 4.5.3 % of schools receiving food assistance, based on output reports received from the districts. | Ministry of Education staff have necessary commitment and capacity to implement programme. | |
| Development project outputs | Output indicators | Risks and assumptions | Monitoring plan and budget |
| 4.1 Timely provision of food as wet-feeding and take-home rations to children in WFP-assisted schools. | 4.1.1 No. of schoolchildren receiving food as wet-feeding in WFP-assisted schools, as percentage of planned, disaggregated by sex. | Food provided to schools as planned. | School Feeding Development Project M&E Plan developed. Resources to come from other direct operational costs (ODOC). |
| | 4.1.2 No. of girls and orphaned boys receiving food as take-home rations in WFP-assisted schools, as percentage of planned. | | |
| | 4.1.3 Tonnage (mt) of food distributed by WFP-assisted schools as wet-feeding, as percentage of planned, by commodity type. | | |
| | 4.1.4 Tonnage (mt) of food distributed by WFP-assisted schools as take-home rations, as percentage of planned, by commodity type. | | |
| | 4.1.5 No. of WFP school feeding days, as percentage of planned. | | |
| | 4.1.6 % of schools receiving food within planned delivery dates. | | |

ANNEX II: RESULTS AND RESOURCES MATRIX

Strategic Objective 4: Support access to education and reduce gender disparity in access to education

| Results chain | Performance indicators | Risks and assumptions | Resources required |
|---|--|--|--------------------|
| 4.2 Training on monitoring and management of the school feeding programme provided to Ministry of Education staff – district education managers and district and central-level school feeding coordinators. | 4.2.1 No. of training sessions on project management conducted, as percentage of planned. | Ministry of Education's commitment to implement. Availability of WFP resources – money and staff. | |
| | 4.2.2 No. of training sessions on data collection and entry provided to district education managers and school feeding coordinators, as percentage of planned. | | |
| 4.3 Support to the Ministry of Education for monitoring and reporting on the WFP-assisted school feeding programme. | 4.3.1 % of fuel needs for transport provided by WFP to district school feeding coordinators. | Availability of Ministry of Education and WFP funds. | |



ANNEX III–A

| PROJECT COST BREAKDOWN OF PROJECT COSTS | | | |
|---|------------------|------------------------|-------------------|
| | Quantity (mt) | Average cost per mt | Value (US\$) |
| WFP COSTS | | | |
| A. Direct operational costs | | | |
| Commodity [*] | | | |
| - Maize | 22 860 | 200 | 4 572 000 |
| - <i>Likuni phala</i> | 17 244 | 312 | 5 378 404 |
| - CSB | 30 000 | 312 | 9 357 000 |
| Total | 70 104 | | 19 307 404 |
| External transport | | | 5 550 000 |
| Landside transport, storage and handling | | | 6 210 550 |
| Other direct operational costs | | | 1 495 000 |
| Total direct operational costs | | | 32 562 954 |
| B. Total direct support costs (DSC)¹ | | | 5 072 840 |
| C. Indirect support costs (ISC) (7% of total direct costs)² | | | 2 634 506 |
| TOTAL WFP COSTS | | | 40 270 299 |
| [*] This is a notional food basket used for budgeting and approval. The contents may vary. | | | |

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.

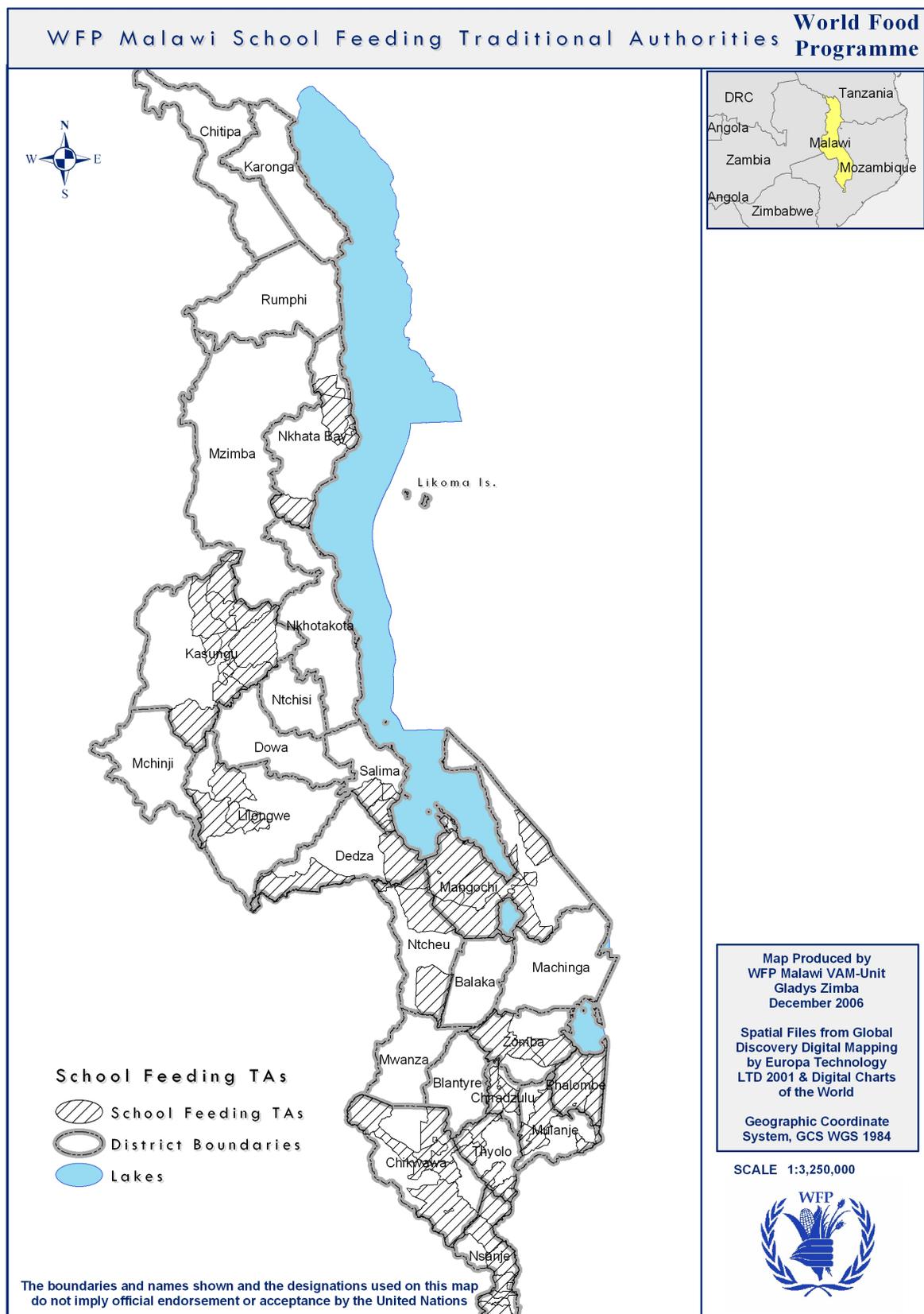


ANNEX III-B

| DIRECT SUPPORT REQUIREMENTS (US\$) | |
|--|------------------|
| Staff | |
| International professional staff | 2 976 840 |
| National professional staff | 180 000 |
| Temporary assistance | 1 000 000 |
| Incentives | 210 000 |
| International consultants | 80 000 |
| National consultants | 240 000 |
| Staff duty travel | 40 000 |
| Staff training and development | 20 000 |
| Subtotal | 4 746 840 |
| Office expenses and other recurrent costs | |
| Rental of facility | 60 000 |
| Utilities (general) | 48 000 |
| Office supplies | 32 000 |
| Communication and IT services | 32 000 |
| Insurance | 32 000 |
| Equipment repair and maintenance | 32 000 |
| Vehicle maintenance and running cost | 36 000 |
| Other office expenses | 32 000 |
| Subtotal | 304 000 |
| Equipment and other fixed costs | |
| Furniture, tools and equipment | 7 500 |
| TC/IT equipment | 14 500 |
| Subtotal | 22 000 |
| Total direct support costs | 5 072 840 |

ANNEX IV

Districts Targeted for School Feeding



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 THIS DOCUMENT

| | |
|--------|--|
| AIDS | auto-immune deficiency syndrome |
| ARGOS | Advanced Research and Global Observation Satellite |
| CP | country programme |
| CSB | corn-soya blend |
| DSC | direct support costs |
| EMIS | Education Management Information System |
| FAO | Food and Agriculture Organization of the United Nations |
| GDP | gross domestic product |
| GTZ | German Agency for Technical Cooperation |
| HIV | human immune deficiency syndrome |
| ILO | International Labour Organization |
| ISC | indirect support costs |
| M&E | monitoring and evaluation |
| MDG | Millennium Development Goal |
| MGDS | Malawi Growth and Development Strategy |
| NESP | National Education Sector Plan |
| ODJ | Southern Africa Regional Bureau |
| ODK | East and Central Africa Regional Bureau |
| ODOC | other direct operational costs |
| PDPF | School Feeding Service |
| PVA | poverty and vulnerability assessment |
| SHNTWG | School Health and Nutrition Technical Working Group |
| UNDAF | United Nations Development Assistance Framework |
| UNESCO | United Nations Educational, Cultural and Scientific Organization |
| UNICEF | United Nations Children's Fund |
| WHO | World Health Organization |