

## **Development Project Syria 10678.0**

### **Title: Support for Food-Based Education Programming in Syria**

Duration:	15 October 2007 – 14 October 2010
Estimated total number of beneficiaries (maximum):	284,000
WFP food tonnage	8,895 mt
Total food cost	US\$2,608,530
Total cost to WFP	US\$3,361,151

#### **EXECUTIVE SUMMARY**

In rural Syria, drop-out rates are reaching as high as 45 percent because children leave school to work or to participate in traditional seasonal migration. Female children are also removed from education for early marriages or because their families do not value education for girls.

In the past, WFP-assisted food-for-education (FFE) projects have significantly reduced the drop-out and absentee rates. However, the technical capacities to successfully manage FFE were not available in the Government at the time, which led it to end FFE after WFP assistance was withdrawn.

The Government of Syria asked WFP to help establish a project that will focus on school-aged children and poor, illiterate women in marginalized and food-insecure areas of Syria and has committed to support the project with 18,453 mt of its own resources over three years, beyond those being requested by WFP (8,895 mt). Working together, WFP and the Government will be able to reach a total of 284,000 beneficiaries through the project.

This proposed development project consolidates much of the successful work for women (i.e. literacy, small micro-enterprise development), integrates sustainable FFE, and prepares the Government, through technical capacity-building, to fully manage the project after three years. It also integrates the Swedish Trust Fund activity 'Safety Nets for Rural Syrian Women' which will be fully financed by the Government after the second year of the project.

WFP will gradually handover activities as the Government increasingly takes on additional responsibilities over the course of the project, ensuring full government ownership by its conclusion.

The project will assist the Government in its efforts to alleviate poverty and will contribute towards Millennium Development Goals (MDG) 1, 2 and 3. It will be part of United Nations Country Team's (UNCT) efforts to reduce poverty and food insecurity and is based on the United Nations Development Assistance Framework (UNDAF) for 2007-2011. The project addresses WFP's Strategic Objectives 2, 4 and 5 and is consistent with WFP's policies of Enabling Development and the Enhanced Commitments to Women.

**Draft decision:**

The Senior Deputy Executive Director approves the proposed development project Syria 10678.0 - Support for Food-Based Education Programming in Syria.

Signature .....

Date: .....

Jean-Jacques Graisse  
Senior Deputy Executive Director

## PART I – SITUATION ANALYSIS

1. Syria is a middle-income developing country with an economy that is based primarily on agriculture and service industries. Over the last 30 years, Syria has made progress in some of the key human development indicators, such as access to adequate water and sanitation, electricity, health and education. Syria ranks 106 out of 177 on the global Human Development Index (HDI)<sup>1</sup>, placing it within the category of “medium human development.”
2. However, not all segments of the population benefit equally from this progress: the economy faces serious challenges due to the high unemployment rate (nearly 12 percent in 2005<sup>2</sup>). The largest share of the female workforce is employed in agriculture, mostly in unpaid labour. In all governorates, poverty rates and population growth exceed economic growth.<sup>3</sup> In 2005, an estimated 30 percent of the population lived below the poverty line and 11 percent below subsistence level.<sup>4</sup>
3. In 2006, Syria’s population was approximately 18.9 million. Although birth rates are decreasing, they are still high, and nearly half the population (more than 40 percent) is under 15 years of age, leading to a high dependency ratio.
4. Poverty in Syria is the highest in the northeastern region (Edlib, Aleppo, Raqqa, Deir Ezzor and Hasakeh governorates). These governorates comprise 5 of the 10 governorates of the Green Belt and Badia (which are marginal and desert areas). Almost 36 percent of the population is considered poor within the northeastern region. The incidence of poverty increased in this region, between 1996 and 2004, from 15 percent to 18 percent. Overall poverty masks differences in welfare among regions and among governorates in regions.
5. UNICEF’s Multiple Indicators Cluster Survey (MICS) of 2000<sup>5</sup> found 18 percent of children under 5 suffered moderate stunting and 8 percent of these children suffered severe stunting. Three percent of children in this age group suffered moderate wasting and 0.8 percent suffered severe wasting. Seven percent of male children in this age group were underweight, as were 6 percent of female children.
6. Syria is implementing a number of strategies and initiatives in an attempt to achieve a universal standard of basic education for all school-age children. The Compulsory Education Act number 35, passed in 1981, made all stages of education free of charge and made the primary stage compulsory for all Syrian children between ages 6 and 12. The gross enrolment rate (GER) increased as a result, but the net enrolment rate (NER) dropped from 98.7 percent in 2000 to 97.5 percent in 2001 and by 2004 it had dropped to 95 percent. Girls have an NER of 92 percent which is lower than that of boys (97 percent),<sup>6</sup> meaning that many children of the official school age were not enrolled into school, while school children above the official school age were enrolled. Despite these relatively high levels of enrolment rates at a national level, Syria experiences significant problems of high drop-out and absenteeism rates, particularly within the Green Belt and Badia regions.

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<sup>1</sup> Human Development Report 2005

<sup>2</sup> National Human Development Report 2005

<sup>3</sup> UNDP Poverty in Syria I (1996 to 2004)

<sup>4</sup> UNDP. The Poverty line in Syria is SP2,052 or US\$41 per month. Subsistence level is SP1,458 or US\$31 per month.

<sup>5</sup> A new MICS Report is due to be released in October 2007

<sup>6</sup> UNESCO Global Monitoring Report, 2005

7. The UNDP National Human Development Report of 2000 (as well as the UNESCO Global Monitoring Report of 2005) found that although the intake rate was 94 percent in the first grade, only 78 percent of students reached the seventh grade. Frequent absenteeism (as much as 40 to 45 percent in schools located in the Green Belt and Badia) is responsible for the high repetition and drop-out rates. The UNESCO Global Monitoring Report of 2005 indicates that the national dropout rate was 15 percent. The lowest rate is in grade 1 (1.3 percent) but it increased significantly in grade 6 (8 percent), grade 7 (10 percent) and in higher grades it rises above 14 percent.
8. Higher rates of absenteeism and dropouts occur after grade 5 because some families send their children to work. In rural areas, girls are frequently taken out of school to work, to be given away in marriage or because their families do not value education for girls. As many as 33 percent of the girls in Badia attend school irregularly, a fact that is not appropriately captured in the statistics. Long-term absenteeism is a result of seasonal migration of nomadic families, which leads to drop-out rates of 45 percent in some areas.
9. Female children in poor households living in rural areas have the highest probability of being illiterate, regardless of the sex of the head of the household<sup>7</sup>. Despite high levels of initial enrolment, many girls drop out of basic education, particularly in the rural northeastern governorates<sup>8</sup>. Education was found to be the single characteristic with the strongest correlation to poverty risk in Syria with more than 18 percent of the poor being illiterate<sup>9</sup>.
10. The illiteracy rate for women is 26.4 percent<sup>10</sup> and even higher in rural northeastern region. Illiteracy prevents women from acquiring the skills to engage in economically viable activities. In the regions identified as the poorest and most food insecure, women suffer the most from rural poverty. Cyclical drought and a lack of employment in rural areas force men and adolescent boys to temporarily migrate in search of work as poorly-paid day labourers, leaving women in charge of households. High fertility rates, often exceeding seven children per mother, add to their economic hardship.
11. The 10<sup>th</sup> Five-Year Plan (2005-2010) states that the Government is dedicated to equity, social justice and achieving development that includes men and women. The reform programme emphasizes the fair distribution of educational opportunities across all social sectors and governorates. It intends to address absenteeism, repetition and illiteracy, and to empower women through education. The Government plans to formulate a national strategy for empowering women and mainstreaming gender perspectives in development plans.<sup>11</sup>
12. The Government of Syria considers the absence of a national strategy for food-based education to complement reforms that are progressing in education and other sectors to be one of the factors that contributed to the failure of the previous FFE system. The capacity for food-based education activities developed during the previous FFE system has largely been lost: firstly, the project ended in 1997 and many of the government officials involved have

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<sup>7</sup> Poverty Alleviation and Women Empowerment in Syria, Initiation Plan.

<sup>8</sup> UNDP Poverty in Syria: 1996-2004. Diagnosis and Pro-Poor Policy Considerations (Heba El Laithy and Khalid Abu-Ismaïl), 2005.

<sup>9</sup> UNDP Poverty in Syria: 1996-2004. Diagnosis and Pro-Poor Policy Considerations (Heba El Laithy and Khalid Abu-Ismaïl), 2005.

<sup>10</sup> Human Development Report 2006.

<sup>11</sup> 10<sup>th</sup> Five-Year Plan.

moved departments or retired; and secondly, little attention was paid to systematic school feeding capacity development. The monitoring and evaluating capabilities of the Government are also weak.

13. The Government approached WFP for assistance in re-establishing a school feeding project as well as the necessary managerial capacity and in introducing an adult literacy programme targeting women in the poorest regions of the country. The Government will contribute 70 percent of the funds for the project. This project supports the Government's education reform programme and plans for equality, as outlined in the 10<sup>th</sup> Five-Year Plan.
14. Political instability in the Middle East has strained resources and international relations, and continues to discourage international investment. Syria has also been home to over 350,000 Palestinian refugees for over 60 years and to a rapidly growing population of refugees from Iraq numbering in excess of 1.2 million in 2007.

## **PART II – PAST COOPERATION AND LESSONS LEARNED**

15. The first WFP FFE intervention in Syria began in 1981. Project 2511.0 set out to reduce the drop-out rate and increase regular attendance of school children in economically disadvantaged rural and peri-urban areas. It also aimed to improve the nutritional status of school children in order to enhance their academic performance. The project was successful in meeting these goals, but it ended in 1997 after three expansions, as there was a lack of government capacity to manage FFE programming without WFP assistance.
16. WFP has been assisting small farmers and herders to develop sustainable livelihoods in Syria through a series of projects with the Ministry of Agriculture (MOA) and State Planning Commission (SPC). The objectives of the current Project 10070.0, which began in 2002, are to develop sustainable livelihoods and to ensure food security of poor rural households, including fruit tree planting and establishing reserve grazing areas for poor herders. The project also encourages the effective integration of rural women into mainstream socio-economic development through a number of means, including literacy and vocational training and micro-finance for women.
17. A June 2006 review and reformulation mission found that the activities of the project were well suited to the particular food insecurity issues and livelihood opportunities of the participants. The mission, however, recommended that WFP pursue a more strategic and integrated approach to supporting sustainable livelihoods. The female empowerment model used should be modified to focus on economic domains that complement rather than compete with men's activities, and on empowering women through a series of stepping stones, starting with literacy and girls' education and building skill and confidence to ultimately invest, through safety nets and microfinance, in their own economic potential.
18. The Government assumes the cost of all inland transport, storage and handling and has become an emerging donor country contributing, on average, 4,000 mt of wheat flour per year for the past three years to WFP in Syria, the Occupied Palestinian Territory and Iraq.

## **PART III – PROJECT STRATEGY**

19. By focusing on school children and poor women in remote and food-insecure areas of Syria, the proposed project will contribute to enhance the implementation of the Millennium Development Goals of eradicating extreme poverty and hunger (MDG 1), providing universal primary education (MDG 2) and achieving gender equality and empowering women (MDG 3). This project was developed in close collaboration with concerned ministries; it complies with the 10<sup>th</sup> Five-Year Plan and is aligned with the Government's policies, priorities and plans related to education, reduction of gender inequalities and poverty, and will largely be funded by the Government.
20. The project will primarily focus on capacity-building through the implementation of a food-for-education programme. It will seek innovative funding sources in the private and commercial sectors.
21. The project should result in the following outcomes:
  - WFP support to improving the effectiveness of basic school education
    - Long-term absenteeism reduced in targeted districts (SO4)
    - Dropout rates reduced in targeted districts (SO4)
    - Girls basic education completion rates improved in targeted districts (SO4)
  - WFP support to basic and functional literacy and skills training for women's empowerment
    - Rural women in targeted districts are empowered through literacy (SO4)
    - Rural women in targeted districts empowered to make good use of micro-finance programmes through skills training (SO2)
  - WFP support to capacity development for food-for-education interventions
    - School feeding modality selected based on results of pilot testing (SO5)
    - National food-based education and resourcing policy in place (SO5)
    - Government counterparts acquire skills to design and manage school feeding independently (SO5)
22. The project is consistent with the 2007-2011 United Nations Development Assistance Framework (UNDAF) for Syria, which focuses on (among others) improved efficiency and accountability of governance structures and reduced disparities in basic services, with emphasis on disadvantaged areas in the north and the east. The project is in line with the following WFP Strategic Objectives: 2 (protect livelihoods in crisis situations and enhance resilience to shocks); 4 (support access to education and reduce gender disparity in access to education and skills training); and 5 (strengthen the capacities of countries and regions to establish and manage food-assistance and hunger reduction programmes). It is also in line with WFP's Enabling Development priorities and WFP's Enhanced Commitments to Women policy.

### **Handover Strategy**

23. The proposed project is for 3 years. The resourcing in the first year is based on WFP providing 40 percent of the food assistance and the Government providing 60 percent. In the succeeding two years, WFP's contributions will diminish as the Government assumes more of the costs and responsibilities. A mid-term evaluation will occur in the second year of implementation.

24. Table 1 below summarizes the phases of the school feeding activity by phase. Each modality tested in Phase 1 has a different cost per child. The modality will be selected based firstly on its success in keeping children in school and secondly on cost. The Government and WFP annual contributions to the project are relatively fixed amounts therefore, depending on the modality selected, the number of children that can be addressed will vary. For the sake of clarity, the figures for this document have been based on the modality with the largest number of participants (Modality 1: take-home ration only). However, these figures will be adjusted accordingly if Modality 2 is chosen. As the results of the pilot cannot be predicted in advance, the project budget in Phases 2 and 3 has been calculated on an average of the two modalities and will be corrected in Phase 2 with a budget revision without additional cost to WFP. Participant numbers are based on calculations including a 18,453 mt contribution from the Government and a take-home ration for a household with an average of five family members (for both schools and adult literacy training).

**Table 1: Phases of the Food for Education component**

				Number of Participants	Number of Beneficiaries	Contribution Ratio
Pilot Stage	Phase 1	Baseline Survey				
		Testing of three different modalities				
		Modality 1	Modality 2			
		Take home ration only 11,430 students	Take home ration +On site feeding 11,430 students	22,860 participants in about 16 schools per modality total 32 schools	114,300 Beneficiaries	60 : 40
		Capacity Development				
Scaling up	Phase 2	Baseline Survey & Pilot Evaluation				
		28,800 participants		28,800 participants in about 41 schools	144,000	66 : 34
		Capacity Development				
		Mid-term Review				
Hand Over	Phase 3	Implementation of the proper Modality		35,750 participants in about 51 schools	178,750	75 : 25
		35,750 participants				
		Capacity Development				
Government of Syria-operated						100 : 0

**Table 2: Number of participants and beneficiaries by component**

Component	Number of Participants	Number of Beneficiaries
Food For Education participants/ beneficiaries during 3 years	35,750	178,750
Basic & functional literacy & skills training for women's empowerment participants/ beneficiaries during 3 years	21,000	105,000
<b>Total participant/ beneficiaries during 3 years</b>	<b>56,750</b>	<b>283,750</b>

**WFP support to improving the effectiveness of basic school education**

25. In order to achieve this objective, FFE will be used to reduce absenteeism and dropouts for primary school children in targeted areas. The food aid will provide an incentive to the child and to the family to keep the child attending school. Two modalities will be tested during the pilot phase to determine which is the most cost-effective method. Modality 1 will test the take-home ration only. Modality 2 will combine both take-home rations and on-site feeding.
26. In schools that implement Modality 2, all enrolled children will receive a daily snack of a biscuit prepared from 120g of wheat flour, 20g of sugar, 10g of oil, 3g of salt and 2g of baking powder. Under modalities 1 and 2, school children will receive monthly take-home rations of wheat flour, ranging from 10kg per month for students in grades 1 to 4, to 50 kg per month in grades 5 to 9, where dropout rates are highest. Take-home rations will be provided on the condition that absenteeism does not exceed 20 percent of school days per month.
27. The value of take-home rations ranges from US\$4 to US\$20 per student per month, depending on the grade. It addresses not only the problem of household food insecurity but also represents an income transfer to beneficiary households. It is an incentive to the poor families to keep their children at school rather than engage them in family herding and agricultural activities. Specific measures will be taken to close the gender gap in education through joint programming of the stakeholders, i.e. the WFP intervention and awareness campaigns organized by Ministry of Education (MOE) and UNICEF.
28. The activity will be implemented in the food-insecure areas of Green Belt and Badia. The five poorest governorates will be targeted: Edlib, Aleppo, Raqqa, Deir Ezzor and Hasakeh.<sup>12</sup> Schools will be selected, in consultation with UNICEF and MOE, on the basis of the following criteria: (i) rate of absenteeism (more than 20 percent of school days) and dropouts; (ii) gender gap; and (iii) willingness of the school administration to participate in the project. Special attention will be paid to mobile schools in Badia, where problems of absenteeism and dropouts are most severe.
29. The project will establish a baseline with a standardized school feeding survey and will use the results to set up the parameters for effective monitoring and evaluation (M&E). This baseline will be conducted in the five aforementioned governorates.

<sup>12</sup> UNDP Poverty Study 2005



30. At the end of the pilot phase, the results will be assessed to determine which of the two methods delivers the best results in the most cost-effective manner. This method will be recommended to the Government and adopted in all targeted districts during the second year. In the second year, the number of participants will be adjusted from 22,860 primary school children to 28,800. By the end of the third year the project will include 35,750 if Modality 1 (take-home ration only) is selected.

### **Food assistance for basic and functional literacy and skills training for women's empowerment**

31. The aim of this component is to provide illiterate poor rural women with the skills they require to achieve more independence and earn a living. "Literacy courses" is an activity that has been running for the past four years under project 10070.0.
32. The courses last for a total of nine months and are delivered in three parts. The first part, lasting four months, is a basic literacy and numeracy course that lays the foundation for further learning. The second, lasting three months, covers functional literacy. The third course, lasting two months, also covers functional literacy, with lessons on topics such as primary health care and reproductive health, and by teaching women how to start and manage a micro-enterprise.
33. Each course participant will receive a monthly ration of 25kg of wheat flour, as agreed between WFP and the Government. Food acts as an incentive and enables the women to offset the opportunity cost of the 20 hours spent weekly in literacy classes. After completing the literacy courses, these women may participate in the WFP-Government safety nets project supported by a Swedish Trust Fund. It builds on a traditional group savings approach and enables the poorest women to develop safety nets from their savings and from the government's matching grants, which will eventually accumulate to become group-managed capital for small loans.
34. The literacy courses will use practical teaching methods for the education of adults without formal schooling and those who have returned back to illiteracy after interruption of their schooling. The Ministry of Culture (MOC) has designed the course content and textbooks have been produced by the MOC with technical input from UNESCO and UNFPA. The General Union of Women (GUW) and other implementing partners will conduct the courses. The literacy component will be implemented in the same districts as the FFE component, as these districts have the highest illiteracy rate for women. In each year, it will reach 7,000 women and adolescent girls over the age of 14 who have not completed 6<sup>th</sup> grade.
35. The Government will take over the management of the adult literacy and credit programme as WFP gradually scales down its input. Currently, the Government is managing this component at an individual and institutional level.

## **WFP's support to capacity development for food for education interventions**

36. The third component aims at developing the capacity of the Government to initiate and manage food-based programmes. This component will assist the Government to build a national strategy to reinforce education programmes with food assistance. These efforts will be implemented at a national level, at an organizational level and at an individual school level, and will also include the establishment of a long-term resourcing strategy.
37. At a national level, the country office will work closely with UNICEF Syria which, together with the Government, is developing a reform package for the education sector. WFP will seek additional funding to support a dedicated specialist for the development of an institutional capacity strengthening action plan. Results of the FFE pilot will demonstrate the most effective use of food to improve the basic school education and to reduce food insecurity in the longer term. Based on these results, WFP will assist the Government in formulating a national strategy for food-based education. This will incorporate FFE and basic and functional literacy and skills training for women's empowerment. WFP will assist the Government in the formation of a dedicated budget for such programming to ensure continuity in the future.
38. At an organizational level, WFP anticipates that it will assist the Government in the establishment of two Project Management Units (PMU): one within the MOE and the other within the MOC. The PMUs will be responsible for the overall supervision and management of the programmes. The plans to strengthen government capacity at an organizational level will be detailed and confirmed after further discussions with the Government and the aforementioned specialist in institutional capacity strengthening.
39. Approximately 60 officials (including agents of PMUs) from the MOE, the MOC and the SPC will be directly involved and will be trained in project implementation. Officials will receive on-the-job training in various areas such as (i) policy development and planning; (ii) implementation aspects; (iii) information-sharing networks; and (iv) public awareness and resources mobilization. Training will also include risk management, M&E and logistics. Study tours will be organized in WFP-assisted countries to learn lessons from other experience.
40. As a member of UNCT, WFP will form strategic partnerships with other United Nations organizations such as UNICEF and UNFPA, in order to develop a comprehensive essential package of services that will contribute to building an environment that is conducive to learning. Efforts will be made to harmonize FFE and UNICEF's child-friendly schools project together with UNFPA's health and hygiene education project. Partnerships in women's literacy with UNDP and IFAD will be enhanced. WFP will collaborate with FAO on issues related to food security, vulnerability analysis and markets.
41. In order to secure sufficient funding for the project, in the event that WFP development resources decline substantially, ongoing private sector funding sources will be cultivated and new ones will be explored. WFP will assist the Government in the expansion of their resource base in order to gain support from the Syrian business community and national and international commercial food processors and producers.

## **PART IV – MANAGEMENT, MONITORING AND EVALUATION**

### **Project management and implementation arrangements**

42. The Government has designated the SPC as its counterpart to WFP for the project. WFP and SPC will sign a Development Project Action Plan (DPAP) and formulate annual workplans. The MOE will be responsible for the technical implementation of the FFE component and the MOC and G UW will be responsible for the literacy and skills training component. MOE and MOC will establish PMUs composed of a manager and four technical agents. The manager will be in charge of administrative aspects and the technical agents will be responsible for technical aspects such as food logistics and M&E. SPC will hold quarterly meetings with all stakeholders in order to share information, make progress reports and to identify major obstacles. It will take timely corrective measures.

### **Logistical arrangements**

43. Whenever possible and cost effective, WFP will procure food commodities in Syria. Other commodities will be procured internationally and transported by ship to the ports in Lattakia or Tartus or by land across international border entry points.

44. Government agents will be responsible for customs and clearance. The Government will be responsible for internal transport, storage and handling (ITSH) of its own and WFP commodities.

45. The project has a central warehouse in Lattakia and several stores in each governorate/district. The stores have sufficient storage capacity for all commodities to be received and they meet storage conditions.

46. The MOE will take responsibility for the distribution of food under the school feeding component. It will prepare a distribution plan before the start of each school term. Food deliveries will cover the entire term. If a school runs out of stock during the course of a term, it may request replenishment.

47. The institutions (MOC and the G UW) involved in the implementation of the “literacy and skills training” component will transport their entitlements of commodities from the central warehouse to the distribution points. Provincial project authorities will prepare beneficiary lists in advance of the distribution and will receive the PMU’s authorization to withdraw quantities accordingly. When possible, distributions will be made in beneficiary villages and settlements to minimize their transport costs. Project beneficiaries will take part in local distributions.

48. WFP will assist and advise the SPC and the concerned ministries/institutions with regards to the implementation and the overall management of the project. This will include assistance in the handling, storage, transportation and distribution of commodities. WFP will undertake a workshop on warehouse management training for the government officials in charge of the relevant project's activities.

## **Monitoring and Evaluation**

49. SPC will receive and compile monthly reports from provincial branches of MOE, GUW and MOC on food distribution, enrolment, attendance and achievement at schools and literacy courses. SPC will consolidate them into one quarterly project report for submission to the WFP country office.
50. In June 2007, WFP Syria's programme unit, together with an M&E specialist and government counterparts, formed an M&E system based on the government's existing system. It will be strengthened if and when and if needed.
51. The pilot phase will be evaluated to select the most successful pilot option based on the objectives of the project. A mid-term review will take place in year two of project implementation. In the final year, WFP will conduct impact studies for all activities.

## **Resources**

52. The Government of Syria is committed - through a letter of commitment from the Prime Minister - to support the project beyond WFP resources (8,895 mt) with 18,453 mt of its own resources over three years. WFP and the Government will work to expand the project as government funding gradually replaces WFP funding. WFP resources will be phased out entirely by the end of the third year. The Government has agreed to commit resources for a fourth and final year if deemed necessary. The capacity development component will be funded completely by the Government.
53. The Government will cover the cost of internal transport, storage and handling of all food commodities and will provide financial resources to cover the costs of its in-kind contribution. In accordance with the ongoing decentralization process, MOE branches (i.e. MOE offices at governorate level), will have their own allocated resources to secure institutional backstopping.
54. WFP food assistance will represent only 0.6 percent of wheat flour imports. Therefore, there is no risk of market displacement and no disincentive to local production.
55. The cost of the three year project to WFP is US\$3,361,151 with 8,895 mt of food. As and when the Government's contributions above this requirement are received, they will be registered against the project, through a budget revision, on a full cost recovery basis.

**ANNEX 1 - A**

<b>BENEFICIARY COVERAGE BY COMPONENT AND FOOD ALLOCATION</b>					
<b>Project Component</b>	<b>Subcomponent</b>	<b>Quantity of commodities* (MT)</b>	<b>Distribution by component* (Percentage)</b>	<b>Number of beneficiaries (Project period)</b>	<b>Percentage of female beneficiaries (Project period)</b>
Component 1 – FFE to reduce absenteeism and drop-outs in basic education	Food for Education (take-home ration)	6180	70	178,750	50
	Food for Education (take home ration & in school feeding)	1,543	17	114,300	
Component 2 - Basic and functional literacy and skills training for women's empowerment	Literacy	1,171	13	105,000	50
<b>Total Project</b>		<b>8,894</b>	<b>100</b>		

\*These figures will be adjusted depending on the modality of food assistance (i.e. school feeding; take home rations; or school feeding and take-home rations)

**ANNEX 1 - B**

<b>COMMODITY TYPE AND RATION SIZE</b>						
<b>Project Component</b>	<b>Sub Component</b>	<b>Type of food commodity</b>	<b>Household ration Size* (g/day)</b>	<b>Nutritional Content*</b>		
				<b>Energy (kcal)</b>	<b>Protein (g)</b>	<b>Fat (g)</b>
Component 1 - FFE to reduce absenteeism and drop-outs in basic education.	Food for Education (take-home ration).	Wheat flour	1000	3500	115	15
	Food for Education (take-home ration & in-school feeding).	Biscuits & Wheat flour	1150	4090	129	30
Component 2 - Basic and functional literacy and skills training for women's empowerment.	Literacy and Small Micro-enterprises.	Wheat flour	833	2917	96	13

\* Ration is calculated for an average household of five family members.

## ANNEX 2

### Results Matrix Summary of Syria Development Project (10678.0), 2007 - 2010

Results-Chain (Logic Model)	Performance Indicators	Risks, Assumptions
<b>UNDAF OUTCOME</b>	<b>UNDAF Outcome Indicators</b>	
UNDAF Outcome 1: A socio-economic environment that enables sustainable growth, employment equity and protection of vulnerable groups in place.	GDP growth. Gini coefficient. MDGs disaggregated by region and urban/rural.	<ul style="list-style-type: none"> <li>• External factors, reliability of data.</li> </ul>
<p>1.1 Social protection strengthened and better targeted.</p> <p>1.2 Employment environment and opportunities for skill-enhancement improved, for the under- and unemployed, especially women and youth.</p>	<p>1.1.1. Poorest areas and villages identified based on HDR and MDG indicators.</p> <p>1.1.2. Percentage of vulnerable persons benefiting from safety nets (insurance, pensions, direct transfers) disaggregated by gender.</p> <p>1.2.1. Unemployment rate disaggregated by age &amp; gender.</p> <p>1.2.2. Female and male workforce rates.</p> <p>1.2.3. Number of labour-oriented vocational training opportunities in the public and private sectors.</p>	<ul style="list-style-type: none"> <li>• Frequency and accuracy of data.</li> <li>• Adequate budgets.</li> <li>• Unavailability of data on the private sector.</li> </ul>

<p>UNDAF Outcome 2: Inter and intra-regional disparities related to access and quality of health, education, and other basic social services reduced with a focus on the North-eastern regions of the country and other disadvantaged areas.</p>	<p>MMR (2004, 57.4). U5MR. IMR. EPI coverage. Enrolment rates in basic education. Percentage of stunted children (U5). Percentage of underweight children (U5). Contraceptive prevalence rate. Law in place to protect PLWHA. Percentage of children in worst forms of child labour.</p>	<ul style="list-style-type: none"> <li>• Political and economic stability.</li> </ul>
<p>2.1. All girls &amp; boys, aged 6-15 years in North-Eastern governorates and other disadvantaged areas are enrolled in a quality basic education, and complete it with a high level of learning achievements.</p>	<p>2.1.1. Students to teacher ratio.</p> <p>2.1.2. Government education expenditure per student.</p> <p>2.1.3. Basic Education Enrolment rates in selected areas, among boys and girls.</p> <p>2.1.4. Basic Education Completion rates in selected areas, among boys and girls.</p> <p>2.1.5. Percentage of schools with PTAs or other forms/mechanisms for participation of communities.</p>	<ul style="list-style-type: none"> <li>• Teachers made available in sufficient number in selected geographic areas.</li> <li>• Number of classrooms and schools is sufficient to accommodate all children in selected areas.</li> </ul>
<p>2.2. Illiterate women in northern, eastern and Badia regions and other disadvantaged areas have increased access to informal education.</p>	<p>2.2.1. Number of rural women aged 15 to 40 who attain literacy.</p>	<ul style="list-style-type: none"> <li>• Other international partners get actively involved in the sector.</li> <li>• Teachers are made available particularly in remote areas.</li> </ul>



Development Project Outcomes:	WFP Outcome Indicators:	Risks, Assumptions
<b>Component 1: WFP support to improving the effectiveness of basic school education</b>		
<b>Outcome 1.1:</b> Improved attendance of boys and girls in WFP-assisted schools (SO4)	Attendance rate: percentage of girls and boys attending classes in WFP-assisted schools.	Data on enrolment, absenteeism and dropout in WFP-assisted schools available, accessible and reliable. Committed/motivated teachers.
<b>Outcome 1.2:</b> Reduced gender disparity between girls and boys in WFP-assisted schools (SO4)	Ratio of girls to boys enrolled in WFP-assisted schools	The Government and other partners (mainly UNICEF) to conduct awareness campaign to encourage girls' education.
<b>Output 1.1.1 and 1.2.1:</b> Timely provision of food in sufficient quantities for children in WFP-assisted primary schools	Actual beneficiaries receiving WFP food assistance through FFE as a percentage of planned beneficiaries (by age group, sex). Actual mt of food distributed through FFE as a percentage of planned distributions (by commodity).	Timely distribution of food aid and in sufficient quantity
<b>Output 1.1.2 and 1.2.2:</b> Most effective food delivery/ aid modality identified.	Assessment exercises of food delivery/ aid modalities.	

<b>Component 2: WFP support to basic and functional literacy and skills training for women's empowerment</b>		
<b>Outcome 2.1:</b> Rural women in targeted districts are empowered through literacy (SO4).	Percentage of women who complete literacy classes and obtained literacy certificate in comparison with those enrolled in these classes.  Beneficiary perceptions of the value of literacy to empowering them.	Adequate support and cooperation among the concerned Government institutions (State Planning Commission, ministries of culture and education; General Union of Women etc.) to the literacy programme. Availability of qualified and committed teachers/instructors. Availability of infrastructure and transportation facilities to conduct literacy courses. Community norms on women's education. Traditional social habits allow women to participate. Government commitment to its programme of "Poverty Alleviation through Women's Empowerment".
<b>Outcome 2.2:</b> Rural women in targeted districts empowered to make good use of micro-finance programmes through skills training (SO2).	Number of women who go on to participate in micro-finance programmes.  Beneficiary perceptions of the value of Start Your Own Business (SYB) training package to implementing their small business.	
<b>Output 2.1.1:</b> Literacy courses conducted in targeted areas.	Number of literacy training courses conducted per year as a percentage of planned.	
<b>Output 2.2.1:</b> Skills training (SYB) courses conducted in targeted areas.	Number of skills training courses conducted per year as a percentage of planned.	
<b>Output 2.1.2 and 2.2.2:</b> Timely provision of food in sufficient quantities for targeted women to improve access to education in non-formal education/training centres.	Actual beneficiaries receiving WFP food assistance through literacy/skills training as a percentage of planned beneficiaries (by age group).  Actual metric tons of food distributed to literacy/skills training beneficiaries as a percentage of planned distributions (by commodity).	

<b>Component 3: WFP support to capacity development for food-for-education interventions</b>		
<b>Outcome 3.1:</b> National food based education and resourcing policy in place (SO5)	Government strategy/policy drafted/adopted by the concerned government institutions.	CO will make use of various opportunities (consultancies, training sessions/workshops, exchange of info. with other COs, etc.) to strengthen staff and Government institutions/officials capacity.  Government commitment to FFE including provision of necessary resources.  Results of pilot testing available in time.
<b>Outcome 3.2:</b> Government counterpart acquired skills to design and manage school feeding programme independently (SO5).	Government management tools and procedures related to school feeding in place.  Number of qualified staff at the concerned government institutions in charge of school feeding.	
<b>Output 3.1.1 and 3.2.1:</b> Capacity-building activities conducted for the concerned government institutions regarding food-based education programming.	Actual counterpart staff at local/Governorate and national levels trained under WFP's technical assistance activities as percentage of the planned number.  Number of areas of technical services and cooperation where capacity-building activities were provided.	
Output 3.1.2: School feeding modality selected based on results of pilot testing (SO5).	Pilot test conducted and results assessed.	

**Annex 3 –**

Total

**Budget Summary for Syria Development Project 10678.0**

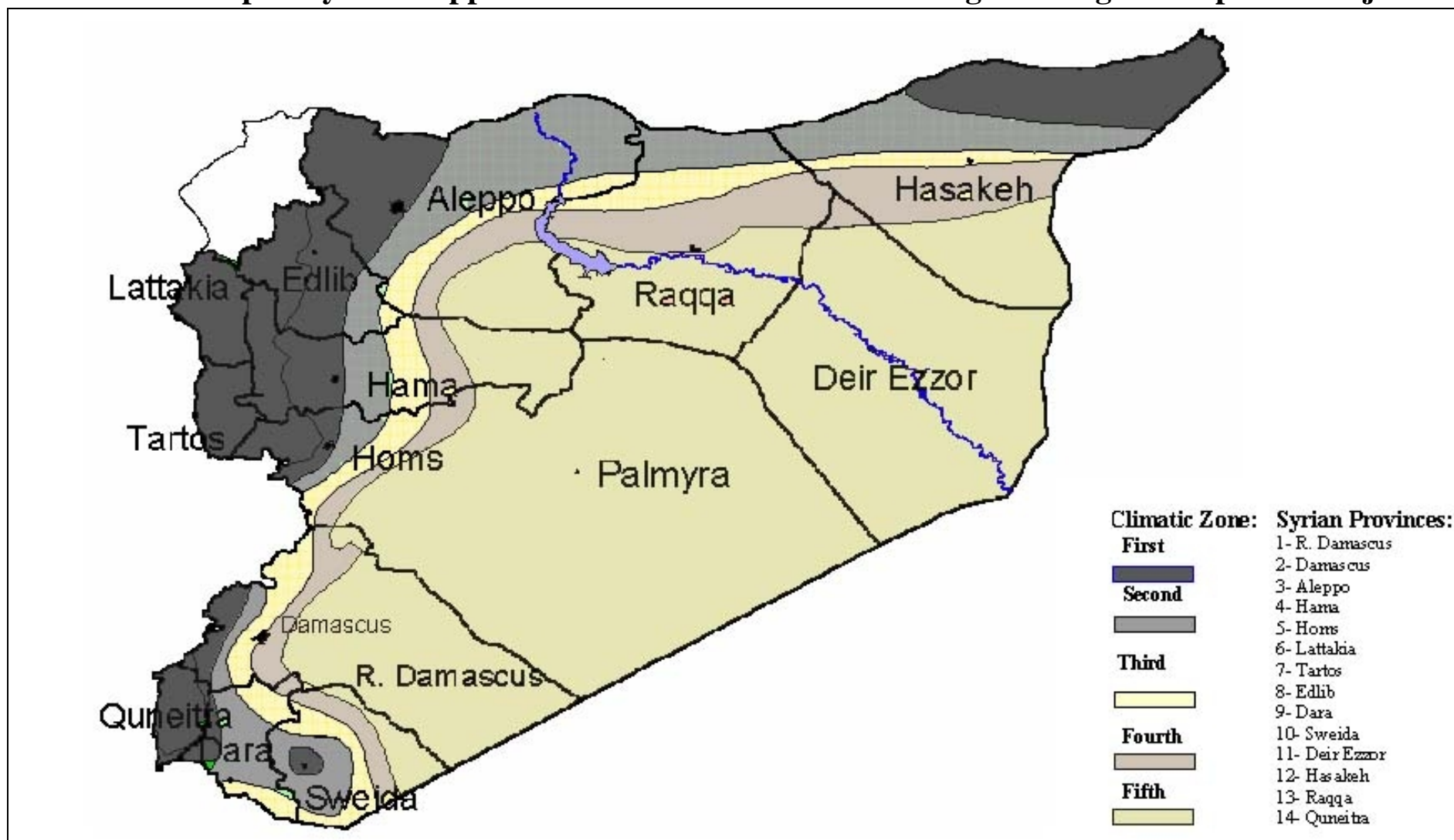
Food Commodities (mt)	8,895
Food Commodities (value)	2,608,530
External Transport	234,204
LTSH (total)	0
LTSH (cost per mt)	0
ODOC	33,000
<b>Total Direct Operational Costs</b>	<b>2,875,734</b>
DSC <sup>1</sup>	265,529
ISC <sup>2</sup>	219,888
<b>Total WFP Costs</b>	<b>3,361,151</b>
<b>Government Contribution</b>	<b>6,093,789</b>

<sup>1</sup> The DSC amount is an indicative figure presented for information purposes.

The annual DSC allotment is reviewed and set annually following an assessment of DSC requirements and resource availability.

<sup>2</sup> The ISC rate may be amended by the Executive Board during the period covered by the Project.

## Annex 4: Map of Syria – Support for Food-Based Education Programming Development Project

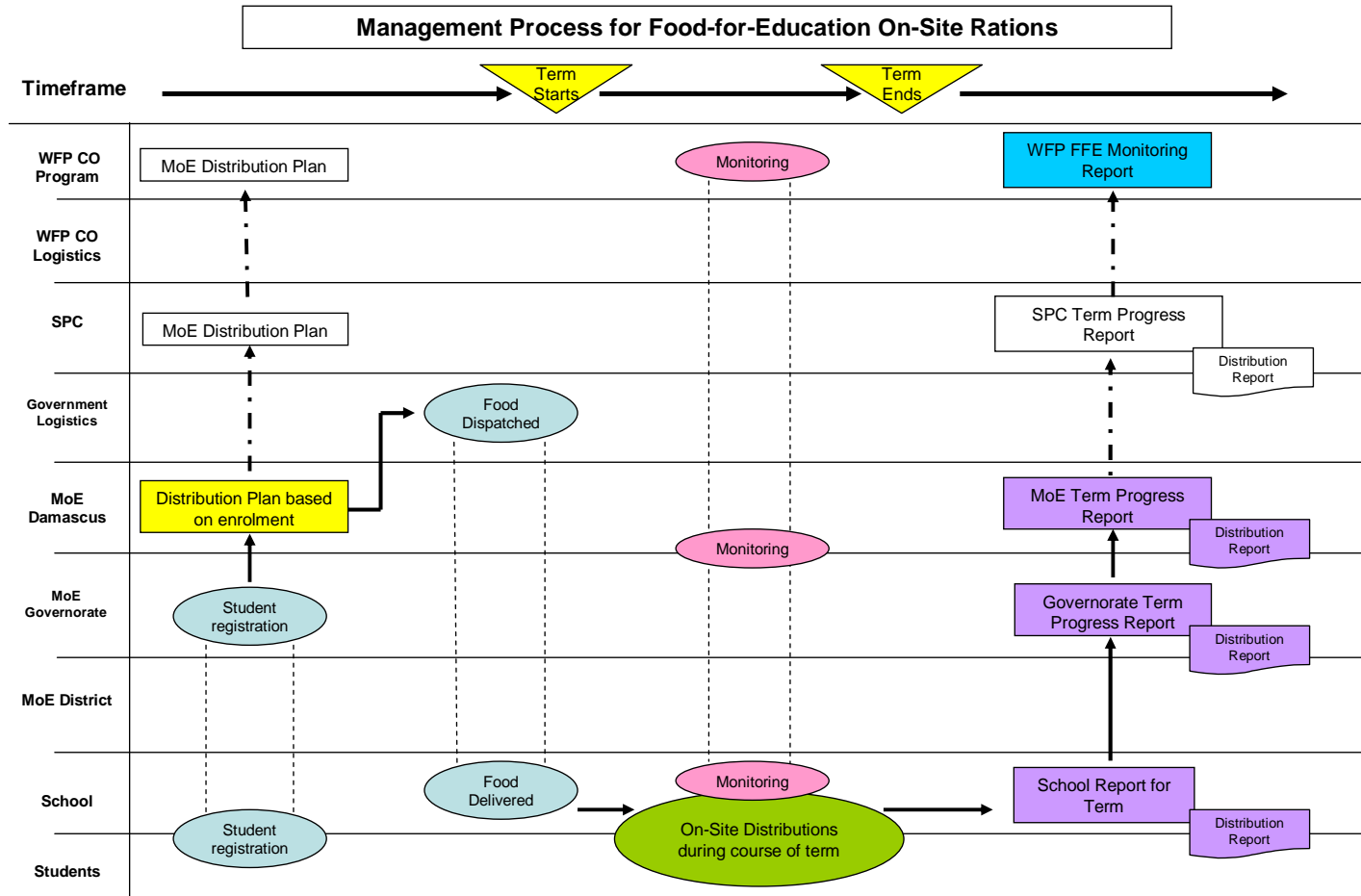


Note: Project sites are in: Climatic Zone 5 (Fifth): Badia; Climatic Zones 3 and 4 (Third and Fourth): Green Belt

## **Annex 5: List of Acronyms**

FAO	Food and Agriculture Organization of the United Nations
FFE	Food for Education
GER	Gross Enrolment Rate
GNP	Gross National Product
GUW	General Union of Women
HDI	Human Development Index
IFAD	International Fund for Agricultural Development
ITSH	Internal transport, storage and handling
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MICS	Multi-Indicators Cluster Survey
MOC	Ministry of Culture
MOE	Ministry of Education
NER	Net Enrolment Rate
PMU	Project Management Unit
SME	Small Micro-Enterprise
SPC	State Planning Commission
SYB	“Start Your Own Business”
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
VAM	Vulnerability Analysis and Mapping
WHO	World Health Organization

**Annex 6-A:**



**Annex 6-B:**

