

DEVELOPMENT Project No 10727.0

Food for Education in Rural Djibouti

Duration:	1 January 2008 – 31 December 2012
Number of beneficiaries:	18,000 (annual average)
WFP food tonnage:	5,226 mt
WFP food cost:	US\$ 2,995,220
Total cost to WFP:	US\$ 4,953,253

EXECUTIVE SUMMARY

Djibouti is a least developed low-income food deficit country (LIFDC), with an estimated population of 632,000 people, and a 2.8 percent annual population growth rate. It is ranked 148th of 177 countries in the 2006 Human Development Report. 74 percent of the population live in relative poverty, and 42 percent in extreme poverty. Illiteracy levels are high at 46 percent. The national net enrolment rate for primary education has increased from 46 percent in 2000/1 to 55 percent in 2005/6, but geographical disparities persist. In 2005/6, the net enrolment rate in urban areas was 56 percent, but only 43 percent in rural areas. Primary completion rates are similarly low, with national rates at 68 percent.

The joint WFP and government emergency food security assessment in 2006 identified seasonal vulnerability and food insecurity by livelihood zones, and recommended that school feeding continue in rural areas of Djibouti. A WFP programme review conducted in 2007 also recommended a focus on school feeding. In line with these recommendations, a school feeding project has been formulated that incorporates the results of the school feeding evaluation undertaken in November 2007.

The project has the objectives to: (i) increase enrolment, attendance, and completion; and (ii) improve enrolment, attendance, and completion rates for girls to reduce the gender gap. The project will provide a morning snack and a hot lunch for all school children in all rural primary schools, encouraging parents to send their children to school. The project will further provide take-home rations for all girls in grades 3 to 5 who attend at least 80 percent of school days.

The project is consistent with the United Nations Development Assistance Framework (UNDAF) 2008-2012, the Millennium Development Goal 2 (MDG) to achieve universal primary education, the Government Master Plan for Education and the national priorities of the Poverty Reduction Strategy Paper (PRSP). The project addresses WFP's Strategic Objective 4.

A national food for education strategy is being developed with WFP assistance as part of the wider education sector policy and will act as an entry point for a progressive handing over of the school feeding activities to the Government.

PART I – SITUATION ANALYSIS

1. Djibouti is a small country of 23,200 square kilometres in the Horn of Africa. It borders Eritrea, Ethiopia and Somalia. The population is 632,000 people, with an annual growth rate of 2.8 percent. 82 percent of the population live in urban areas, with 65 percent in the capital city of Djibouti. The remaining 18 percent live in rural areas. The rural population are mainly nomadic pastoralists and agro-pastoralists, with limited mobility due to adverse climatic conditions and controlled borders.
2. Djibouti is ranked 148th of 177 countries in the 2006 Human Development Report. GDP per-capita is US\$ 890. Social indicators however reflect deep poverty. 74 percent live in relative poverty, and 42 percent in extreme poverty.¹ Poverty is primarily rural, with 97 percent of the rural population poor, and 83 percent very poor. The average unemployment rate is 59 percent, with women at 66 percent. Infant and child under-five mortality rates are high at 67 and 94 per 1,000 respectively. The maternal mortality rate is 546 per 100,000 live births. Life expectancy is 47 years. HIV/AIDS prevalence is just under 3 percent.
3. The country is affected by recurrent droughts, floods, earthquakes and health hazards. With rainfall of less than 200 mm/year, arid soils, and a very hot climate, agriculture accounts for only 3 percent of Gross Domestic Product (GDP). Djibouti imports 100 percent of its cereal requirements. Sales of livestock account for 85 percent of the agricultural sector's contribution to GDP. 80 percent of GDP comes from port, transport, and related services. Industry is poorly developed at 15 percent of GDP, in part a reflection of Djibouti's limited natural resources. Fisheries offer significant potential, but are under-developed with weak local demand and with a cost structure that is not competitive for export.
4. Djibouti has two broad livelihood systems. Most economic activity is urban, principally in Djibouti town. Rural livelihoods are characterized by fragile pastoral systems. Three rural livelihood zones, northwest, central, and southeast (map Annex 4), were identified by FEWSNET in a profiling exercise in 2003/2004.² The 2006 Emergency Food Security Assessment (EFSA) was conducted by WFP and the government in November 2006. This assessment identified seasonal vulnerability and food insecurity by livelihood zone. The EFSA recommended that school feeding continue in rural areas of all three livelihoods zones.
5. Rural areas are poor, particularly the most remote areas of the northwest zone along the Ethiopian border. During the lengthy lean and hot season, pastures are scanty, access to water is poor, markets are dysfunctional, and access to basic services is low.
6. Food security in Djibouti is complex, aggravated by poverty, environmental degradation, and weak health and educational systems. Since 2003, drought has reduced pasture and forced increased migration in search of water and browse. Pastoral livestock has decreased significantly. Pastoralists have been forced into distress strategies, including reducing the quality and quantity of food consumption. Poor nutritional status in the rural population is related to persistent drought, poor hygiene, inadequate ante- and post-natal care, and poor dietary diversity.
7. In 2004, the Government adopted a Poverty Reduction Strategy Paper (PRSP) covering the period 2004 – 2007. The primary objectives of the PRSP are to reduce poverty and

¹ For relative poverty the threshold is estimated at US\$ 3.3 per person/per day; while for extreme poverty US\$ 1.8 per person/per day. Common Country Assessment, Sept. 2006.

² Djibouti Livelihoods Profile Study; FEWSNET, October 2004.

food insecurity, decrease the budget deficit, and establish an environment to support decentralization. The National Initiative for Social Development, and the inter-ministerial task force on food security, represent significant national initiatives to alleviate poverty and meet the Millennium Development Goals (MDGs) by 2015. Further, the National Council on Food Security of the Presidency has drafted a national strategy on food security. The UN Country Team (UNCT) is fully involved in these initiatives.

8. A Multi-Indicator Cluster Survey (MICS)³ reported Global Acute Malnutrition (GAM) for children under five at 20 percent, and Severe Acute Malnutrition (SAM) at 7 percent. These are well above emergency thresholds. A similar study conducted in 2002 indicated GAM at just under 18 percent and SAM at just under 6 percent. A detailed national nutritional survey is currently being conducted by the Ministry of Health (MOH), Department of Statistics and Demographics (DISED), UNICEF, and WFP, with the results expected in early 2008.
9. Forty six percent of the population is illiterate. National Net Enrolment Rates (NER) at the primary level have increased annually, rising from 46 percent in 2000/1 to 55 percent in 2005/6. The rural NER however is 43 percent and the urban NER is 56 percent. In 2005/6, 63 percent were enrolled in grade one, with 65 percent of boys, and 57 percent of girls. There is disparity in the gender ratio, with the urban rate at 0.87 and the rural rate at 0.65. Only 68 percent complete primary school. Drop-out rates are 3.7 percent for girls, and 2.6 percent for boys. The Government targets an increase in the gross enrolment rate to 75 percent by 2010, and to 100 percent by 2015,⁴ consistent with MDG 2.
10. Access to, and the quality of education, are indicated as two key challenges in the PRSP. Factors limiting access are the nomadic lifestyles of the rural populations, insufficient infrastructure (schools, and dormitories), long distances to the schools, the direct and indirect costs of school attendance, and the health and nutritional status of children. Underlying causes that persistently hinder girls' access to school include socio-cultural attitudes, their economic contribution as domestic labour, the absence of separate latrines, the low number of female teachers, health problems from female genital mutilation, and parents' negative perception of the value of education for girls. The quality of education suffers from too few qualified teachers and insufficient text books. Additional major weaknesses are inadequate school administration and management, and the low motivation of teachers.
11. The Government provides additional financial resources to all WFP-assisted rural schools in Djibouti. These funds are managed by each school director, to purchase foods that complement the school feeding ration. These foods include fruits, vegetables, beans, pasta, flour, and meat. The Ministry of National and Higher Education (MoNHE) with donor support, provides pedagogical materials and constructs and rehabilitates schools and infrastructure. These include separate latrines for boys and girls, classrooms, dormitories, kitchens, and warehouses. They also provide training for teachers and community mobilization. UNICEF is rehabilitating water points, providing solar energy, and building sport and leisure facilities. UNICEF has initiated a campaign of vitamin A supplementation, and intends to introduce systematic de-worming for school children.
12. The Government, major donors, the World Bank, and UNICEF, are collaborating in a sector wide approach. The MoNHE approved an Education Master Plan for 2006-2008,

³ Undertaken in 2006 by the Ministry of Health and the Department of Statistics and Demographics (DISED), in collaboration with UNICEF and the Pan Arab Project on Family Health (PAPFAM).

⁴ Objectifs du Millenaire pour le Developpement, Djibouti 2005.

which is expected to be renewed until 2010. A new curriculum has been developed using a competency-based approach.

13. The proportion of funding devoted to education in the national budget has increased from 16 percent in 1999/2000, to 24 percent in 2007/2008. In 2007, the Presidency launched the National Initiative for Social Development (INDS) to reduce social divisions, alleviate poverty, and improve rural access to social services including education and health.
14. The UNDAF (2008-2012) is consistent with the PRSP, and addresses three priority sectors: (i) support to local development, (ii) access to basic social services (education, health and potable water), and (iii) strengthening of good governance and partnership.

PART II – PAST COOPERATION AND LESSONS LEARNED

15. WFP assistance in Djibouti has supported refugees and vulnerable populations through relief, rehabilitation and development activities. Djibouti's drought-affected population has been supported from 1996 to 2007 through emergency operations (EMOPs). Refugees have been assisted since 1994 through Protracted Relief and Recovery Operations (PRROs), including a small emergency school feeding component.
16. The current WFP PRRO covers the period April 2007 to March 2009, and provides food to just under 7,000 refugees. It also assists drought-affected people through general food distribution during the lean season, which coincides with the annual school break. During the remainder of the year, the PRRO supports food for assets activities.
17. Djibouti has had a development programme since September 1990. This programme has focused on education, health, and agricultural infrastructure. In collaboration with UN agencies and technical ministries, community and household assets, including small agricultural and water supply structures, access roads, and houses, have been constructed. However, inadequate resources from technical ministries have often delayed implementation. The WFP regional bureau programme review conducted in August 2007 recommended that development resources should be focused exclusively on school feeding.
18. The school feeding programme was evaluated by a technical mission in November 2007. It determined that school feeding improved enrolment, attendance, and completion rates, particularly for children of nomadic families. Furthermore, take-home rations (THR) have reduced the gender gap. The evaluation recommended that fishery projects in nine schools be expanded to additional schools. Both monitoring and evaluation, and community participation needed to be strengthened in managing school feeding. Finally, more effective coordination with the Government is recommended to obtain the best possible nutritionally balanced food basket.
19. Nomadic populations are increasingly moving to areas where their children are able to attend school. Government commitment and community involvement have grown, but further strengthening is required. This includes measures for the provision of salaries for cooks, and a campaign to explain why take-home rations (THR) are only provided to girls.

PART III – PROJECT STRATEGY

20. The goal of the project is to support the national government to achieve universal basic education for all children by the year 2015. The activity is consistent with MDG 2, the Enabling Development objective 2, and WFP Strategic Objective 4.
21. Food aid will be used to achieve the following immediate objectives:
 - To increase enrolment, attendance, and completion rates of girls and boys;
 - To promote girls' enrolment and attendance to reduce gender disparity.
22. The expected outputs are:
 - Timely provision of food in sufficient quantity to improve access to education;
 - Take-home rations provided to families as incentives to increase enrolment, attendance, retention, and completion rates among girls;
 - New initiatives, including the school fishery project and the school cattle activity, piloted and established in selected schools;
 - A national strategy on school feeding, including negotiating hand-over of the programme to the Government.
23. On-site feeding and take-home rations will be provided in all 65 rural primary schools. On-site feeding will provide a morning snack and a hot lunch to all enrolled children (18,000), providing 1,080 kilocalories per day per student. Take-home rations will be provided to the families of girls (4,500) in grades 3 to 5 on the basis of at least 80 percent attendance. Food will be provided as an incentive for cooks who are not paid by the government. The ration composition and size are consistent with WFP nutritional and food for education guidelines.

Table 1: RATION COMPOSITION

Quantity of commodities (tons)	Feeding days per child/year	Ration size (gr/ person/day)	Nutritional content (Kcal)
Cereals 2,637	192	150	546
Pulses 571	192	30	101
Veg Oil 855	192	15	133
Sugar 242	192	15	60
Blended Food 877	192	60	240
Iodized Salt 44	192	3	0
Total 5,226⁵	192	273	1,080

Table 2: SUMMARY TABLE OF BENEFICIARIES/FOOD COMMODITIES BY PROJECT YEAR

Proj Year	Semester/School year	Beneficiaries					Commodities						Tot
		Total	On Site		THR	Cook	Cer	Pul	Veg Oil	Sug	Blend Food	Iod Sal	
			Boys	Girls	Girls	F							
2008	2 and 3 of 2007/2008	12,164	6275	5725	2,500	164	445	98	131	142	40	7	863
	1 of 2008/2009	13,664	7,060	6,440	3,000	164							
2009	2 and 3 of 2008/2009	13,664	7,060	6,440	3,000	164	487	106	152	159	44	8	956
	1 of 2009/2010	15,164	7,845	7,155	3,500	164							
2010	2 and 3 of 2009/2010	15,164	7,845	7,155	3,500	164	530	115	168	177	49	9	1,048
	1 of 2010/2011	16,664	8,630	7,870	4,000	164							
2011	2 and 3 of 2010/2011	16,664	8,630	7,870	4,000	164	573	123	195	194	53	10	1,148
	1 of 2011/2012	18,164	9,400	8,600	4,500	164							
2012	2 and 3 of 2012/2013	18,164	9,400	8,600	4,500	164	602	129	209	205	56	10	1,211
	1 of 2012/2013	18,164	9,400	8,600	4,500	164							
TOTAL							2,637	571	855	877	242	44	5,226

24. Meals are prepared by women from the community. The salary of at least one cook in each school is paid by the Government. WFP will encourage the Government to employ

⁵ On-site meals: 2194 mt cereals, 439mt pulses, 220mt oil, 877mt blended food, 220mt sugar, 44mt salt. Take-home rations (THR): 613mt oil. Incentive for cooks: 443 mt cereals, 132mt pulses, 22mt oil, 22mt sugar.

additional cooks, especially for larger schools, so that each cook serves a maximum of 50 students. A refresher course on the preparation of WFP commodities will be conducted. WFP will also prepare and distribute school feeding management guidelines.

25. Girls withdraw from rural schools at a higher rate than boys as a result of insecurity, and economic and social factors. The value of the take home oil ration will be an incentive for parents to send their girls to school.
26. School management committees are already established, with responsibility to manage the school feeding programme. Members are elected by the Parents and Teachers Associations and consist of school and community representatives, with women making up at least 50 percent of the committee. WFP will strongly encourage the participation of women in leadership positions on school committees.
27. The Ministry of National and Higher Education (MONHE), WFP, and UNICEF will conduct awareness campaigns promoting girls' education, with the support of donors. WFP will also advocate, with the Groupe des Partenaires de l'Education (GPE), for separate latrines for boys and girls, and the construction of wells and/or water points. The MoNHE, with support from USAID and UNICEF, provides resources to poor families to assist with other school-related costs.
28. WFP has provided all schools with fuel-efficient stoves to reduce the impact on the environment. Vegetable school gardens, started in twenty-five schools in 2003, will continue and will be extended to other schools with accessible water points. School gardens diversify and supplement the food basket with fresh fruits and vegetables and enable pupils to develop agricultural knowledge and skills. In addition, produce is sold to support the gardening project, or is provided to pupils as take-home rations. WFP provides fruit and vegetable seeds, fodder bags, fertilizers, and tools and equipment.
29. The school fishery project will benefit schools in the coastal region. School management committees submit a request to WFP for fish farming and fishing equipment. School representatives, including members of the school management committee, sign contracts with fishermen to provide them access to this equipment in exchange for fresh fish. The contract provides for one third of the fish catch to be retained by the fishermen, while two thirds go to the school for sale or for use in school meals. A further school and community-based project focusing on cattle will be piloted in 5 schools.
30. The project will also focus on increasing household awareness about education, especially for girls. Links to health, hygiene, HIV-AIDS prevention, the environment, and food security will be integrated. Together with the MoNHE, UNICEF, and other members of the GPE, an education programme on water quality and hygiene, health, nutrition, and HIV/AIDS prevention will be offered as part of the Essential Learning Package (ELP).
31. A national food for education strategy will be developed by the government with WFP assistance. The strategy will be a part of the wider education sector policy and act as an entry point for a progressive handing over of the school feeding programme. Negotiations will focus on increased cash contributions from the government to schools to complement the WFP food basket and on the government taking over in regions with better food security. The school feeding management committee (Comité de Pilotage et Gestion) at the MoNHE level will be revitalized in order to facilitate the gradual hand-over of activities to the Government.

32. WFP will use its expertise in food management and handling to reinforce the Government's capacity in managing food for education through appropriate training sessions.
33. Food will be delivered to all schools each semester, transported by private transport companies. As Djibouti is a low income food deficit country, WFP will cover all inland transport shipping and handling (ITSH) costs to facilitate timely food delivery. ITSH at US\$ 121/mt covers all costs from the port to the final delivery points, including extended delivery point (EDP) management. The Government of Djibouti contributes US\$5/mt for port charges.

PART IV – MANAGEMENT, MONITORING AND EVALUATION

34. A Development Project Action Plan will be signed with the Ministry of Foreign Affairs and International Cooperation. The Ministry of National and Higher Education will be responsible for the overall implementation of the project.
35. The government has appointed a school feeding coordinator in each regional directorate of education. Along with the Regional Education Directors, they will work closely with WFP food aid monitors and coordinate all related activities. They will also monitor the Essential Learning Package components. Appropriate agreements will be signed with the schools and related communities for their full involvement in the implementation of the essential package. School directors and school management committees will manage project implementation on a daily basis at the school level.
36. National coordination arrangements include regular monthly meetings with the “Groupe des Partenaires de l'Education”, which has representatives from the Government, donors, and UN agencies, with UNICEF acting as co-chair and Secretariat with the Ministry of National and Higher Education.
37. The school feeding evaluation has enhanced the monitoring and evaluation (M&E) system, providing indicators for measuring results, and outlining means of data collection. The M&E system incorporates both results-based management, and risk management. Information on output and outcome indicators will be collected monthly.
38. School directors will report on education-related performance indicators such as attendance, as well as stock movements and the school management committees' participation in school activities. WFP food aid monitors will play a key role in the data control and verification process. Data will be entered into a programme database in the country office and used to prepare regular reports to monitor progress and take corrective measures as required. Lessons learned will help to improve project implementation. Gender-disaggregated data will be collected, analysed and used for further planning, implementation, review and evaluation purposes.
39. The logistics unit will track food delivery and distribution through the Commodity Movement, Processing and Analysis System (COMPAS). This will provide an overview of commodity movements throughout the country, including shipment arrivals, clearance, quality control, post-delivery losses, and commodity movements.
40. A standardised school feeding survey will be conducted in early 2008. A mid-term evaluation will be conducted in 2010 including an assessment of the readiness of the Government to take over school feeding activities.

Approval

41. The Deputy Executive Director approves, under the Executive Director's delegated authority, the proposed development project Djibouti 10727.0 "Food for Education in Rural Djibouti".

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Susana Malcorra
Deputy Executive Director
Chief Operating Officer
Operations and Management Department

Date:

Annexes:

1. Budget Summary Annex 1A & 1B
2. Results and resources matrix – Logical Framework (refer Annex 2)
3. Map
4. List of acronyms

ANNEX IA

WFP PROJECT COST BREAKDOWN

	Quantity (mt)	Average cost (US\$) per mt	Value (US \$)
COSTS			
A. Direct operational costs			
Cereals ¹	2,637	416	1,096,860
Pulses	571	750	428,250
Corn Soya Blend (CSB)	877	490	429,730
Vegetable oil	855	1,100	940,500
Sugar	242	400	96,800
Salt	44	70	3,080
Total commodities	5,226		2,995,220
External transport			388,889
Landside transport			0
ITSH			633,774
Total LTSH			633,774
Other direct operational costs			150,000
Total direct operational costs			4,167,883
B. Direct support costs (see table below for details)			461,325
C. Indirect support costs (7 percent of total direct costs)			324,045
TOTAL WFP COSTS			4,953,253

¹ This is a notional food basket used for budgeting and approval purposes. The precise mix and actual quantities of commodities to be supplied to the project, as in all WFP-assisted projects, may vary over time depending on the availability of commodities to WFP and domestically within the recipient country.

ANNEX I B

DIRECT SUPPORT REQUIREMENTS (dollars)

Staff	
International professional staff	0
National professional officers	0
National general service staff	201,000
Temporary assistance	0
Overtime	0
Incentives	0
International Consultants	0
National Consultants	0
Staff duty travel	41,200
Staff training and development	0
Subtotal	242,200
Office expenses and other recurrent costs	
Rental of facility	45,000
Utilities (general)	13,125
Office supplies	18,750
Communication and IT services	23,500
Insurance	8,750
Equipment repair and maintenance	10,000
Vehicle maintenance and running cost	45,000
Other office expenses	28,750
United Nations Organizations Services	16,250
Subtotal	209,125
Equipment and other fixed costs	
Furniture tools and equipment	
Vehicles	
TC/IT equipment	10,000
Subtotal	10,000
TOTAL DIRECT SUPPORT COSTS	461,325

Annex 2 – Results and Resources Matrix Summary, Djibouti Development Project 10385.1 (2008-2012)

Results Chain (Logic Model)	Performance Indicators	Risks, Assumptions	Resources required
<p>Goal at national level: To support Government policy and strategy of universal basic education</p> <p>UNDAF Outcome: Vulnerable populations have access, and utilize, basic quality social services by 2012</p>	<p>Reach universal primary education by 2015</p> <p><i>By 2012, 93 percent of children (6-11 years of age) attend a basic quality school</i></p>		
Development Project		<p><i>WFP</i> <i>US\$ 4,953,253</i> <i>Government:</i> <i>US\$ 26,130</i> <i>Total</i> <i>US\$ 4,979,383</i></p>	
<p>Outcome 1</p> <p>Increased enrolment of boys and girls in WFP-assisted schools (WFP – SO4)</p>	<p>1.1. No of boys and girls enrolled in WFP-assisted schools. 1.2. Net enrolment rate</p>	<p>Government contribution to schools are delayed or decreased</p> <p>Existing national educational strategies and plans are maintained.</p>	

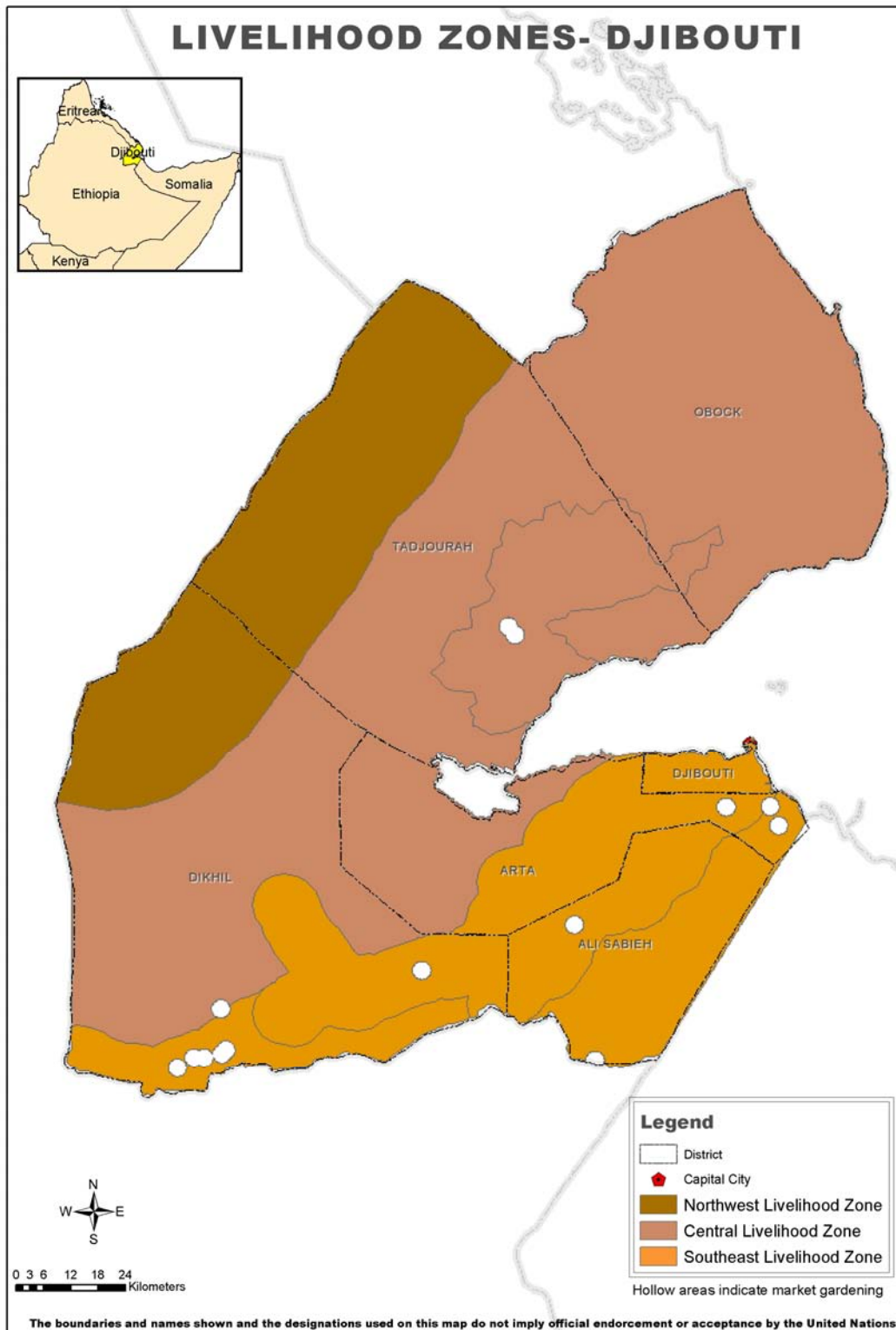
<p>Output 1.1</p> <p>Timely provision of food in sufficient quantity in WFP-assisted schools</p>	<p>1.1.1 Quantity of food distributed to schools 1.1.2. No of schools receiving WFP food.</p>	<p>Delay in provision of food and/or pipeline breaks</p> <p>Adequate number of qualified teachers.</p> <p>Prompt provision of Non Food Items (NFIs) by cooperating partners.</p> <p>Sufficient food stocks are available.</p>	<p>Country office Monitoring Plan:</p> <p><i>Regular data collection via field visits.</i></p> <p><i>Analysis and report preparation by cooperating partners and WFP Food Monitors.</i></p> <p><i>Bi-annual consolidated Standardized Project Reports (SPRs).</i></p> <p><i>Annual output & outcome measurement</i></p>
<p>Outcome 2</p> <p>Reduced gender disparity between boys and girls in WFP-assisted schools (WFP – SO4)</p>	<p>2.1. Ratio of girls to boys in WFP-assisted primary schools</p>	<p>Further sensitisation campaign on the importance of girls' education continued or stopped</p> <p>Existing national educational strategies and plans are maintained.</p>	

<p>Output 2.1 Take-home rations provided to families as an incentive to reduce absenteeism and drop-out rate among girls.</p>	<p>2.1.1. No of girls receiving take-home rations 2.1.2. Quantity vegetable oil distributed through take-home rations</p>	<p>Adequate number of qualified teachers. Prompt provision of NFIs by cooperating partners. Sufficient food stocks are available. Delay in food delivery and/or pipeline breaks</p>	<p>Country Office Monitoring Plan: <i>Same as for Output 1.1. above.</i></p>
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<p>Outcome 3</p> <p>Improved attendance of boys and girls in WFP-assisted schools.</p>	<p>3.1 Attendance rate: percent of boys and girls attending classes in WFP-assisted schools</p> <p>3.2 No of boys and girls receiving meals in WFP-assisted schools</p>	<p>Attendance records not properly registered.</p> <p>Existing national educational strategies and plans are maintained.</p> <p>Weak filling in of school records</p>	
<p>Output.3.1</p> <p>Timely provision of food in sufficient quantity in WFP-assisted schools</p>	<p>3.1.1. Quantity of food distributed to WFP-assisted schools.</p> <p>3.1.2. No of boys and girls receiving meals in WFP-assisted schools.</p>	<p>Prompt provision of NFIs by cooperating partners.</p> <p>Weak involvement of the members of the school committees.</p> <p>Sufficient food stocks are available.</p> <p>Food delivery delayed and/or pipeline breaks</p>	<p>Country Office Monitoring Plan:</p> <p><i>Same as for Output 1.1. above.</i></p>
<p>Outcome 4</p> <p>Improved completion rates for girls and boys in WFP-assisted schools</p>	<p>4.1. No of boys and girls who complete the primary education cycle in WFP-assisted schools</p>	<p>Weak monitoring of girls' and boys' schooling within WFP-assisted schools</p>	

Output 4.1 Timely provision of food in sufficient quantity in WFP-assisted schools	4.1.1 Quantity of food distributed in WFP-assisted schools		
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Annex 3 - Map of Livelihood Zones.



Annex 4 – List of Acronyms

CPAP	Country Programme Action Plan
CSB	Corn Soya Blend
COMPAS	Commodity Movement, Processing and Analysis System
DISED	Department of Statistics and Demographic
EDP	Extended Delivery Point
EFSA	Emergency Food Security Assessment
FEWSNET	Famine Early Warning System Network
FFW	Food for Work
GAM	Global Acute Malnutrition
GDP	Gross Domestic Product
GPE	Groupe des Partenaires de l'Education
ITSH	Internal Transport, Storage and Handling
HIV/AIDS	Human immunodeficiency virus / Acquired immune deficiency syndrome
INDS	National Initiative for Social Development
MoNHE	Ministry of National and Higher Education
M&E	Monitoring and Evaluation
MT	Metric Tons
NER	Net Enrolment Rate
ODK	WFP Eastern and Central Africa Bureau/Operations Department in Kampala
PLWHA	People Living with HIV/AIDS
PRRO	Protracted Relief and Recovery Operation
RBM	Results-based Management
SAM	Severe Acute Malnutrition
THR	Take Home Rations
UN	United Nations
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WFP	World Food Programme
WHO	World Health Organization